DOCUMENT RESUME

ED 450 090 SP 039 764

TITLE	Our Schools in Action: An Integrated Teacher Resource, Kindergarten-Grade 6.
INSTITUTION	Alberta Learning, Edmonton.
ISBN	ISBN-0-7785-1117-0
PUB DATE	2000-00-00
NOTE	183p.; In partnership with Edmonton 2001 8th IAAF World Championships in Athletics, the College of Alberta School Superintendents, EPCOR, and ESSO.
AVAILABLE FROM	Learning Resources Distributing Centre, 12360 - 142 Street, Edmonton, Alberta T5L 4X9, Canada; Tel: 780-427-2984; Fax: 780-422-3745; Email: curric.contact@learning.gov.ab.ca.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Athletics; Cultural Awareness; Elementary Education; Foreign Countries; Global Approach; Interdisciplinary Approach; *International Cooperation; *Physical Education; Physical Fitness; Well Being
IDENTIFIERS	*Alberta

ABSTRACT

This document is designed to involve Alberta, Canada, students, teachers, and communities with the 8th IAAF World Championships in Athletics. It is intended to support implementation of the Alberta Programs of Study and to provide activities related to the concepts of the IAAF World Championships in athletics and school events. Student learning outcomes have been designed so that students will understand the 2001 IAAF World Championships in Athletics, including the events, the countries, and the people involved. The themes of global friendship, citizenship, wellbeing, and run, jump, and throw are integrated with student curricular outcomes. The K-6 integrated lessons provide many cross-curricular activities that have taken into consideration the four themes. The document's seven sections present: "Message From the CASS 2001 World Championships in Athletics Education Committee"; "Acknowledgements"; "Introduction" (purpose of the resource and how to use the resource); "Curriculum and Theme Grids"; "K-6 Integrated Lessons"; "IAAF World Championships in Athletics Backgrounder"; and "Glossary." (SM)

Reproductions supplied by EDRS are the best that can be made
from the original document.

SP

Our Schools in Action

AN INTEGRATED TEACHER RESOURCE

ED 450 090

Run, Jump, Throw

Citizenship

Global Friendship

Well Being

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

H. Mosychuk

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

SP039764

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Edmonton 2001

2

Our **Schools** in **Action**

AN INTEGRATED TEACHER RESOURCE

Kindergarten to Grade 6

2000

ALBERTA LEARNING CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Learning.
Our schools in action : an integrated teacher resource, kindergarten to Grade 6.

"This project is in partnership with the Edmonton 2001 World Championships in Athletics Organizing Committee, the College of Alberta School Superintendents, EPCOR, Esso and Alberta Learning".

ISBN 0–7785–1117–0

1. Sports—Alberta—Cross-cultural studies. 2. Games—Alberta—Cross-cultural studies.
3. Sports—Sociological aspects. 4. Sports—Study and teaching—Alberta Curricula. I. Title.
II. International Amateur Athletic Federation. III. College of Alberta School Superintendents.

GV722.5.A3.A333 2000 306.5

Additional copies are available for purchase from:

Learning Resources Distributing Centre
12360 – 142 Street
Edmonton, Alberta T5L 4X9

For more information, contact the Director, Learning and Teaching Resources Branch, Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2. Telephone: 780–427–2984; Fax: 780–422–3745; Email: curric.contact@learning.gov.ab.ca. Inside Alberta call toll free at 310–0000.

The primary intended audience for this document is:

Administrators	
Counsellors	
General Audience	
Parent School Councils	
Parents	
Students	
Teachers	✓

Copyright ©2000, the Crown in Right of Alberta, as represented by the Minister of Learning. Alberta Learning, 11160 Jasper Avenue, Edmonton, Alberta, Canada, T5K 0L2.

Every effort has been made to provide proper acknowledgement of original sources and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Learning so appropriate corrective action can be taken.

Permission is given by the copyright owner to reproduce this document for educational purposes, and on a nonprofit basis, with the exception of materials cited for which Alberta Learning does not own copyright.

In partnership with:

Edmonton 2001

College of Alberta School Superintendents

EPCOR essential elements for living www.epcor.ca

Esso Kids Program Imperial Oil Esso

Alberta LEARNING

Message from the CASS 2001 World Championships in Athletics Education Committee

It is our privilege to introduce "Our Schools in Action", an integrated teacher resource that focuses on the World Championships in Athletics, and that we believe will spark learning opportunities for students throughout Alberta.

The 8th IAAF World Championships in Athletics will bring the world closer together, and we will celebrate the great nations that visit us not only through athletics, but also by learning more about their cultures and countries. This resource is a good example of a way that an integrated education can be fostered.

Thousands of athletes from more than 200 countries will compete. Hundreds of thousands of people will attend, including athletes, coaches and officials. The world will be watching as the event is broadcast globally.

The resource, written by a team of teachers, will focus on many aspects of the World Championships in Athletics; from running, jumping and throwing, to global friendship and citizenship, and to well being and active living. The resource has been developed to support implementation of the programs of study. All of these lessons align directly with the curriculum and can be used instead of, or in conjunction with, activities already being taught in Alberta schools.

From the outset, the focus of the 8th IAAF World Championships in Athletics, has been to create lasting legacies. Beyond the bricks and mortar of facilities, we will be developing young leaders with an enhanced understanding of the world we live in.

© Alberta Learning, Alberta, Canada (2000)

ACKNOWLEDGEMENTS

"Our Schools in Action," An Integrated Teacher Resource, is a collaborative project of the Edmonton 2001 World Championships in Athletics organizing committee, the College of Alberta School Superintendents, Epcor and Imperial Oil Esso and Alberta Learning. This group gratefully acknowledges the team that developed this resource.

Project Leaders:	Don Zabloski	Edmonton School District No. 7
	Thalia Hartson	Edmonton School District No. 7
Teacher Writers:	Susan Agrios	Edmonton School District No. 7
	Tracey Anderson	Elk Island Public School Regional Division No 14
	Phil Booth	Edmonton School District No. 7
	Diane Clarke	Edmonton Catholic Regional Division No. 40
	Cheryl Fraser	Edmonton School District No. 7
	Debbie Gawlik	Edmonton School District No. 7
	Gregory Gibson	Sturgeon School Division No. 24
	Bonnie Gratz	Elk Island Public School Regional Division No. 14
	Leanne Lauder	Edmonton School District No. 7
	Glynis Powell	Edmonton School District No. 7
	Ann Smithson	St. Albert Protestant Separate School District No. 6
	Maureen Trask	Elk Island Catholic Separate Regional Division No. 41
	Trish Unguran-McKee	Black Gold Regional Division No. 18
	Carrie Yanishewski	Peace Wapiti Regional Division No. 33
	Debbie Duvall	Alberta Learning
Athletics Specialist:	Dr. Linda Blade	
Illustrations:	Flavio Rojas	Edmonton School District No. 7
Editor:	Dhyana Roche	
	Jeanine Glassford	
Document Production:	Lin Hallett	Alberta Learning
	Dianne Moyer	Alberta Learning
	Esther Yong	Alberta Learning
	Kim Blevins	Alberta Learning
Project Manager:	Val Olekshy-Greenslade	Alberta Learning/University of Alberta
College of Alberta School Superintendents 2001 World Championships in Athletics Education Committee:	John Bole	Black Gold Regional Division No. 18
	Henri Lemire	Conseil Scolaire du Centre-Nord
	Rick Mooney	Edmonton Catholic Regional Division No. 40
	Ken Dropko	Edmonton School District No. 7

Jim Sheasgreen	Elk Island Catholic Separate Regional Division No. 14
Edna Dach	Elk Island Public School Regional Division No. 14
Larry Hlushak	Evergreen Catholic Separate Regional Division No. 2
Joan Tod	Greater St. Albert Catholic Regional Division No. 29
Steve Bayus	Greater St. Albert Catholic Regional Division No. 29
Harry Wagner	Parkland School Division No. 70
Doug Fleming	Pembina Hills Regional Division No. 7
Roger Nicholson	St. Albert Protestant Separate School District No. 6
Kevin Andrea	St. Thomas Aquinas Roman Catholic Separate Regional Division No. 38
Clare Downing	Sturgeon School Division No. 24

©Alberta Learning, Alberta, Canada

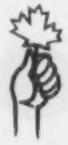
INTRODUCTION

Purpose of Resource

"Our Schools In Action" has been developed to involve Alberta students, teachers and communities with the 8th IAAF World Championships in Athletics. This resource constitutes an ongoing legacy for Alberta schools and provides a wealth of activities to be used by teachers year after year. It has been developed to support implementation of the Alberta Programs of Study and to provide activities related to the concepts of the IAAF World Championships in Athletics and school events.

Student learning outcomes have been designed so that students will gain an understanding of the 2001 IAAF World Championships in Athletics, including the events, the countries and the people involved. The themes of global friendship, citizenship, well-being and run, jump, throw are integrated with student curricular outcomes.

Global Friendship



Citizenship

Well-being

Run, Jump, Throw

How to Use this Resource

The K–6 Integrated Lessons provide many cross-curricular activities that take into consideration the four themes. Many of these lessons can be used in the curriculum in place of, or in conjunction with, activities already being taught in Alberta schools.

Teachers are advised to refer to the "Curriculum and Theme Grids" to identify activities suitable for their students. Activities are organized by division, subject and theme.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

Have fun and learn with "Our Schools in Action"!

©Alberta Learning, Alberta, Canada

K–6 Integrated Lessons

Lesson Title	Page No.	Division				Subject									Themes			
		1	2	3	4	L.A.	M	Sc	SS	PE	Arts	ICT	FSL	H	Gl. Fr.	Cit.	W.B.	R.J.T
Post It!	2	•				•					•				•			
Pictures in Action (Collage)	4	•				•				•	•			•			•	
Super Juice	5	•	•			•				•	•			•			•	
The Importance of Global Friends	7	•	•			•								•	•	•		
Slide into Similes	10	•				•											•	
Calendar of Events	12	•					•											•
Our Favourite Events	14	•					•											•
Patchwork in Action	16	•					•		•		•				•	•		
Pattern Game	17	•					•		•	•						•		•
Games Acrostics	19	•	•			•					•					•		•
Shake a Picture	20	•	•					•			•							•
Keep on Ticking	21	•								•				•	•		•	
A World Class Menu	25	•	•			•								•			•	
Run the Math Race	27	•	•				•			•						•	•	
Play Fair	29	•	•			•			•	•				•	•	•		
The World's Children at Play	30	•	•			•					•	•			•	•		
Cultural Awareness Festival	35	•	•			•				•	•				•	•	•	
Team Word Webbing	37	•	•			•			•	•				•	•	•		
Active Athlete Art	40	•	•				•				•						•	
The Moving Athlete	41	•	•								•							•
3D Athletes in Action	42	•	•								•				•			•
Knowing Your Food Facts	44	•	•				•							•			•	
Map a Track	48	•	•						•									•
Fun-Fit Passport	52	•	•						•	•					•	•	•	•
Run, Jump, Throw and Away We Go	55	•	•						•								•	•

©Alberta Learning, Alberta Canada

K–6 Integrated Lessons

Global Friendship

Citizenship

Well-being

Run, Jump, Throw

Lesson Title	Page No	Division				Subject									Themes			
		1	2	3	4	L.A.	M	Sc	SS	PE	Arts	ICT	FSL	H	Gl. Fr.	Cit.	W.B.	R.J.T
Music and Motion	59	•	•							•	•				•			•
Active Albertans	60	•	•						•	•						•		•
Mapping/Time Zones	62		•				•		•						•	•		
Money Math	66		•				•								•	•		
Travel Guide	68		•			•									•	•		
Around the World in Play!	69	•	•						•	•					•	•	•	•
Beat Parade	72	•	•							•	•				•			
Rap It Up!	73	•	•			•				•	•				•	•	•	•
Dash for Cash!	75		•			•	•	•	•						•		•	•
Sports Poetry Appreciation	80		•			•									•			
Writing Sports Poetry	84	•	•			•									•			•
World Sports	87		•			•									•		•	
Meet an Athlete	95		•			•									•		•	
It Went That–Away	98		•			•												•
O's, X's, and –'s	100		•			•									•			
Meet the Expert	104	•	•			•								•		•		
Scrambled Sentences	108	•	•			•			•						•	•		
Fabricate a Fable	112		•			•									•		•	
Passing the Flag	113		•				•								•			•
How Far Can You Run?	121		•				•											•
Standing Long Jump	123		•				•											•
Graphing Results	126		•				•											•
Classification Action	129		•					•										•
Destination Unknown	135		•					•							•			
Temperature Ties	138		•					•	•						•			
Flag Art	140		•								•				•	•		
Cheaters Never Win	142		•											•		•		
Math Meet!	144		•				•			•							•	•
World Championship Day	147		•							•					•	•	•	•

TABLE OF CONTENTS

Message from the CASS 2001 World Championships in Athletics Education Committee iii

Acknowledgements v

Introduction vii
- Purpose of Resource vii
- How to Use this Resource vii

Curriculum and Theme Grids viii

K–6 Integrated Lessons 2

IAAF World Championships in Athletics Backgrounder 153

Glossary 167

Lessons

DIVISION
I

THEME
Global Friendship

CURRICULUM LINKS
Language Arts
GO3

Art
Depiction

POST IT!

Introduction

- To communicate a message to someone from a country competing in the 8th IAAF World Championships in Athletics via a postcard; e.g., pen pals, athlete, dignitary, twin school.

Learning Activities

- Read – *The Jolly Postman*, by Janet and Alan Ahlberg.
- Show the students a variety of postcards that you have collected and ask them if they have ever received or sent a postcard. Discuss what the purpose of a postcard is.
- Students will write a postcard to someone in another country. They will write about a special day in their lives or a day when they achieved something very important; e.g., family event, special recognition, an award.
- Explain where to put the sender's address and the student's address.
- Students will also design a picture for the front side of the card.
- Talk about interesting sights, pictures and active events that could be used for the cover.
- Students in earlier grades can have preaddressed cards already made.
- Younger students can have their messages scribed or they can copy their own messages.

Closure

- Students can share their cards with the class and put them on display; e.g., A Mailbag bulletin board.

Assessment Suggestions

- Look at ideas, punctuation, clarity, art design.

Materials, Resources, Equipment

- Postcard template or 8 ½ X 11 sheet of manila tag cut in half
- *The Jolly Postman*, by Janet and Allan Ahlberg.

Continuing Lesson Suggestions

- Students could design shapes for their cards

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

POST CARD

Your Name
Address

Your Name
Address

DIVISION
I

THEME
Well-being

CURRICULUM LINKS
Language Arts
GO2

Art
Comprehension

Physical Education
GO "B"

Health
GO3

PICTURES IN ACTION (Collage)

Introduction

- Students will be able to identify photos and pictures of active people.
- Students will be able to identify active family activities.
- Read: *Little Red Hen*, by Lucinda McQueen or Paul Galdone
- Ask the students what activities each character does in the story; e.g., Hen—plants, digs, grinds, bakes
  Dog, cat, mouse—sleep, lay around.

Learning Activities

- Ask the students what they did in their free time yesterday and record on a chart.
- As a group, have the students act out each activity that is recorded.
- Explain that physical activities involve movement. Use a coloured marker to circle all movement activities on the chart.
- Discuss other activities the students could do with friends, family or by themselves.
- Students will then cut out pictures, photos or newspaper clippings of active people and use them to create a collage.

Closure

- Choose an activity from the chart to role play with the whole class.
- Post the students' collages.

Assessment Suggestions

- Check to see that all the activities in the collage are active.
- Check for creative touches.

Materials, Resources, Equipment

- *The Little Red Hen*, by Lucinda McQueen or Paul Galdone
- Magazines and newspapers
- Construction paper
- Scissors and glue
- Chart paper

Continuing Lesson Suggestions

- Have the students complete a journal for one week on activities requiring movement they did at home by themselves or with family or friends.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Well-being

CURRICULUM LINKS
Language Arts
GO3

Art
Depiction

Physical Education
GO "B"

Health
GO 3

SUPER JUICE

Introduction

- Previous lessons on nutrition would support this lesson.

Learning Activities

- Read *The Very Hungry Caterpillar*, by Eric Carle.
- Discuss why some of the foods made the caterpillar sick.
- Discuss why it is important to drink lots of fluids when exercising.
- Brainstorm ideas of what could be put into a healthy drink.
- Students' assignment—to invent a special super drink for themselves. The students need to name it, list the contents, describe what it does, who can or can not use it and when it can be used. As a culmination they can create a poster or advertisement for their drink.
- Students may use the drink template provided.

Closure

- Students may share their drink ideas with the class.

Assessment Suggestions

- Division Two could use rubrics to evaluate their drinks or their posters based on appropriate criteria and curricular outcomes.

Materials, Resources, Equipment

- *The Very Hungry Caterpillar* by Eric Carle
- Poster paper
- Crayons
- *Canada's Food Guide to Healthy Eating* Poster

Continuing Lesson Suggestions

- Earlier grades can have their ideas scripted and they could use paints to create their posters.

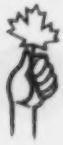
Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Global Friendship

Citizenship



CURRICULUM LINKS
Language Arts
GO1, GO2

Health
Relationships and Group Roles and Processes
Gr. 2 & 3

THE IMPORTANCE OF GLOBAL FRIENDS

Introduction

- The purpose of this activity is to give the students an opportunity to explore the theme of global friendship and to develop an awareness and respect of many cultures. Students will understand the diversity of the world's communities and the importance of cultural appreciation for an event such as the 8th IAAF World Championships in Athletics.

Learning Activities

- As a class, brainstorm the characteristics of global friendship. Record the ideas on chart paper.
- Pull out key words from brainstorming and lead the children through the creation of a web. Key words can include:
  - trust
  - cooperation
  - respect
  - communication
  - appreciation
  - sharing
  - fun
  - thoughtfulness
  - strengths
  - differences and similarities
- Discuss the importance of global friendship in an event such as the World Championships in Athletics, including why participants should show respect and caring for other cultures during a world athletics event, why cultural awareness and appreciation are important in our society, and how we demonstrate multicultural appreciation in our daily lives.
- Share with the students *People* by Peter Spier (Double Day, 1980). The illustrations celebrate the variety of people and the rich multiplicity of their customs and traditions, spiritual beliefs, food, clothing and shelter.
- Share multicultural literature (see suggested list below) to further develop ideas relating to global friendship. Students will have additional connections to add to their global friendship web. This theme exploration could stretch over a few days of adding to the global friendship web.
- Students will use the global friendship web to complete a writing activity. Share with students *The Important Book* by Margaret Wise Brown (Harper Trophy, 1949). Using the story pattern, have students create their own personal descriptions of global friendship. Emphasize the need to use descriptive phrases, modelling the patterns of *The Important Book*. The frame on page 9 may be helpful.

©Alberta Learning, Alberta, Canada

Closure

- As a class, share the writing the students have completed. Stories can be compiled into a class journal which can be circulated among the students to take home and share with their families. A comment page can be attached to the back of the Important Journal where parents can record their own impressions of global friendship.

Assessment Suggestions

- Anecdotal observations can be made of individual contributions to class brainstorming sessions.
- Writing can be evaluated by the teacher's own assessment methods such as a checklist or rubric format.

Materials, Resources, Equipment

- chart paper
- Important frame

Continuing Lesson Suggestions

- Student writing can be illustrated using tempera paint to be displayed as part of a classroom global friendship theme.

- **Multicultural Literature Support**
  Orphan Boy by Mollel, Tololwa. Stoddart, 1991.
  The Sandwich by Wallace, Ian and Angela Wood. Kids Can Press, 1975.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

WRITING ASSIGNMENT

The important thing about Global Friendship is_____
_____ (1 phrase) [This phrase needs to model the repeated phrase found in *The Important Book*.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

(4 sentences)

An Important aspect of Global Friendship is_____

_____ (repeat first phrase)

© Alberta Learning, Alberta, Canada

DIVISION
I

THEME
Well-being

CURRICULUM LINKS
Language Arts
GO1.1, GO1.2, GO2.1, GO2.4, GO4.1, GO4.3

SLIDE INTO SIMILES

Introduction

- Brainstorm a list of ideas that complete the phrase "as red as _____"

Learning Activities

- Read aloud *Quick as a Cricket* by Audrey Wood
- Show pictures of animals and have the students complete the phrases:
  - as gentle as [a lamb]
  - as big as [an elephant]
  - as soft as [a kitten]
- Have the students complete a book patterned after Wood's book. Each student would compose a page with a picture and complete the sentence "I am as _____ as a _____."
- Include vocabulary from promotional materials for athletic events; e.g., 8th IAAF World Championships in Athletics posters.
  e.g., Stronger Higher Faster
  as strong as
  as high as
  as fast as
- If the Wood book is not available use the following:

as strong as	as tough as
as slow as	as gentle as
as small as	as tall as
as large as	as brave as
as sad as	as shy as
as happy as	as tame as
as nice as	as wild as
as hot as	as lazy as
as cold as	as busy as
as loud as	as big as
as quiet as	as mischievous as

and/or

- Relate the book to the 8th IAAF World Championships in Athletics events and have the students create three books titled "Stronger," "Higher" and "Faster."

© Alberta Learning, Alberta, Canada

Closure

- Share the books with the class.

Assessment Suggestions

- Check for accuracy and creativity in figurative language.

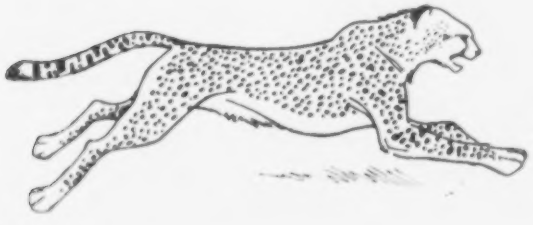
Materials, Resources, Equipment

- *Quick as a Cricket*, by Audrey Wood
- Animal pictures
- Promotional materials from world athletics events

Continuing Lesson Suggestions

- Choose vocabulary from the book (e.g., slow/quick, big/small) and explore the ideas through movement in physical education.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.



DIVISION
I

THEME
Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Shape & Space
Measurement

CALENDAR OF EVENTS

Introduction

- Students will use a problem solving context to work on calendar skills. Students may work individually or with a partner to answer the problems. Students will need to be familiar with calendars; days, dates, months, weeks, hours. Students will become familiar with terms used in athletics.

Learning Activities

- A World Athletic event will be coming to your community. The schedule of events and questions are listed on the student activity sheet.

Closure

- As a class, chart the students' favourite events, and least favourite events. Will any of the students be attending on the same days according to their schedules?

Assessment Suggestions

- Students can mark their own work according to the answer key.
- Answer Key:
  1. July
  2. July 7
  3. July 21
  4. 15
  5. 2
  6. Tuesday
  7. Thursday
  8. 1 hour
  9. July 12
  10. answers will vary
  11. answers will vary

Materials, Resources, Equipment

- Display a wall calendar

Continuing Lesson Suggestions

- Plan a schedule of events for your own class that can stretch over several weeks. Students can be involved in planning the events and creating a schedule. Invite another class to join in.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

A World Athletic event will be coming to your community. This is the schedule of events. Fill in the missing dates and days.

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1					
Opening Ceremonies	Triple Jump	100 m	10	Hurdles		Long Jump
Pole Vault	400 m	High Jump	Relay	Discus	Javelin	
Closing Ceremonies		23				

This month comes before August.

1. What month will you write on the top of the calendar? _____
2. What is the date of the opening ceremonies? _____
3. What is the date of the closing ceremonies? _____
4. How many days does the athletic event last? _____
5. How many weeks does the athletic event last? _____
6. What day of the week will you see the 100 m? _____
7. What day of the week will you see the discus? _____
8. The shot put event will last for 60 minutes. _____
   How many hours will the shot put last? _____
9. The 200 m will happen the day after hurdles. _____
   What will be the date? _____
10. You can choose tickets for four events, however, you may not attend two days in a row. Write your schedule below:

Event	Date
_____	_____
_____	_____
_____	_____
_____	_____

How did you determine your schedule?

_____

11. Write your own question about the calendar. Have a friend answer your question.

_____

_____

DIVISION
I

THEME
Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Statistics and Probability

OUR FAVOURITE EVENTS

Introduction

- Using the context of an 8th IAAF World Championships in Athletics event, the students will develop skills in collecting and analyzing data. Students can work individually or with partners to work through a problem solving challenge.

Learning Activities

- A world athletics event will be hosted in Jake's community this summer. Each student in Jake's school has been asked to pick a favourite athletics event. There are enough tickets available for each student in the school to see one event for free.

  Give the students the activity sheet and have them complete the questions.

Closure

- Bring the students together to share their solutions.
- Discuss other ways this data could be displayed.
- What strategies did they use to analyze the data?

Assessment Suggestions

- Students can evaluate their own responses during the large group discussion.

Materials, Resources, Equipment

- pencils
- graph paper

Continuing Lesson Suggestions

- Survey your own class or school. Which events are the most popular? Graph those results.

27

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

	Our Favourite Events	Totals
Long Jump	𝍸	
High Jump	𝍸 ||||	
Javelin	𝍸 𝍸 𝍸	
Hurdles	𝍸 ||	
Shot Put	|||	
100 m	𝍸 𝍸 𝍸 𝍸 |	
200 m	𝍸 ||||	
4x100m Relay	𝍸 𝍸 |	
Pole Vault	||	

Answer the following questions:

1. Find out how many students in total attend Jake's school.
2. Find out how many students will be attending each event.
3. Which event is the most popular in Jake's school? Least popular?
4. Make a bar graph of the favourite event data. Make sure it shows the data from the most popular to least popular event.

© Alberta Learning, Alberta, Canada

DIVISION
I

THEME
Citizenship

Global Friendship

CURRICULUM LINKS
Art
Expression

Mathematics
Patterns and Relations
Shape and Space

Social Studies
Grade 3 – Topic C–Special Communities

PATCHWORK IN ACTION

Introduction

- Students will create a class quilt to be displayed in the class or in a central location in the school with a theme of active people.
- Students will work cooperatively, with each student creating one square.
- Students should be familiar with the basic shapes—circle, rectangle, square, triangle—and they should have some experience with patterning.

Learning Activities

- Read the book *Selina and the Bear Paw Quilt*, by Barbara Smucker.
- If possible bring a quilt to the class to show.
- Show the borders used by the illustrator in the book.
- Talk about activities that the students could illustrate on their own quilt patch; e.g., running, throwing, jumping.
- Demonstrate to the students how to draw the illustrations by using only basic shapes and by also incorporating patterns into the design.
- Have the students examine pictures of athletes.

Closure

- Glue each student's quilt square onto a large sheet of mural paper and put the finished quilt on display.

Materials, Resources, Equipment

- *Selina and the Bear Paw Quilt*, by Barbara Smucker
- 8" X 8" square for the quilt squares
- Large sheet of mural paper
- Crayons or markers
- Quilt (if available)

Continuing Lesson Suggestions

- Students could also create their own "family flag" to put on a quilt square.
- Students could make a flag of a country that is participating in the 8th IAAF World Championships in Athletics or at another international event.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

DIVISION
I

THEME
Citizenship

Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Patterns and Relations

Physical Education
GO "A", "B", "C"

Social Studies
Grade 3 – Topic B

PATTERN GAME

Introduction

- Students will create Movement Map cards to be used in the gymnasium by themselves as well as others.

Learning Activities

- Read *We're Going on a Bear Hunt*, by Michael Rosen to demonstrate to the students what a pattern map or activity would look like. Involve the students during the story.
- On a flip chart, re-create the Movement Map that has been provided or create your own.
- Discuss with the students how a legend works and how to read the map.
- Have the students analyze the Movement Map to see patterns in the movements.
- Do this Movement Map in home room or the gymnasium.
- On a flip chart, brainstorm a variety of movements the students could use in their maps and create a class legend (or use the legend on the Movement Map provided) to be used by all the students when doing their maps.
- Students then create their own Movement Map card using the legend displayed in the class. They should use different colours and be sure to have 10 different movements and also develop patterns of movement.

Closure

- Go to the gymnasium and let the students try out their movement maps.
- Students could also trade maps when they are done.

Assessment Suggestions

- Checklist or rubric:
  - used the legend properly
  - map a clear pattern
  - map has 10 different movement changes
  - good use of colours
  - originality

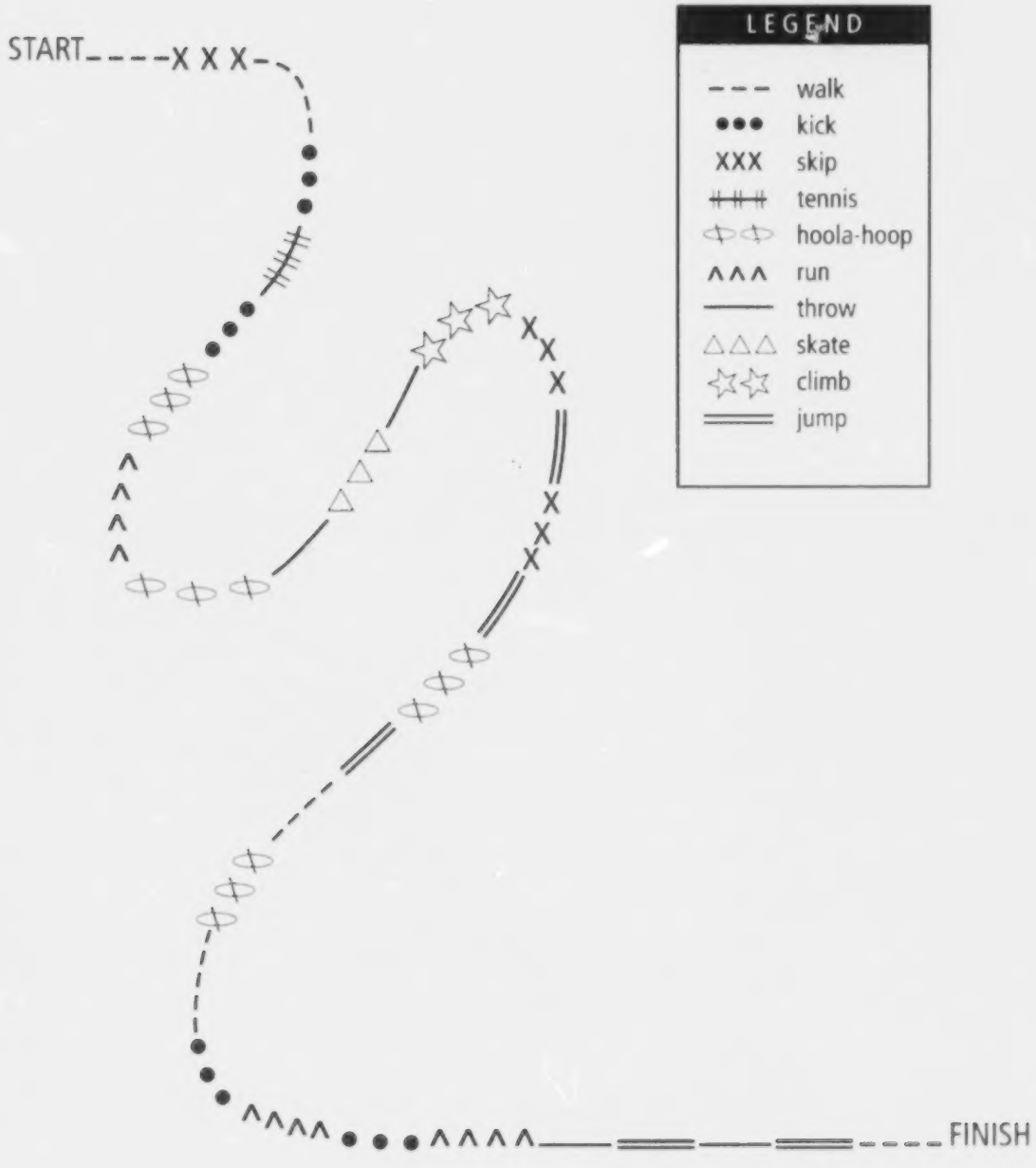
Materials, Resources, Equipment

- *We're Going on a Bear Hunt*, by Michael Rosen
- 8 X 11 Manilla tag pages for the student Movement Maps
- Large chart for the class legend

Continuing Lesson Suggestions

- Students could create a map that would represent a trip across a certain type of terrain; e.g., from the mountains to a river to a desert to a crater. How would they move?

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.



©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Run, Jump, Throw

Citizenship

CURRICULUM LINKS
Language Arts
GO2

Art
Depiction

GAMES ACROSTICS

Introduction

- Students will complete an acrostic poem using a sporting event; e.g., from the 8th IAAF World Championships in Athletics.
- Previous lessons on acrostic writing may be beneficial prior to this lesson.

Learning Activities

- Review what acrostic writing is.
- Demonstrate on a flip chart how to create this poem. Use student input; e.g., use the teacher's last name and add words to describe.
- Discuss and make a chart of the different events involved at an athletics championship.
- Brainstorm words that could be used to describe the participating athletes.
- Student assignment—choose a game/activity and print it vertically on a sheet of paper. Use descriptive words to describe the person that would compete in this event. After it is checked, the poem could be printed on a large sheet of paper with an illustration.
  M – muscular
  A – able
  R – runner
  A – athletic
  T – timely
  H – hot
  O – optimistic
  N – nervous

Closure

- Students share their acrostics.

Assessment Suggestions

- A rubric could be used to assess creativity, suitability of words, spelling and punctuation.

Materials, Resources, Equipment

- Paper 11 X 17

Continuing Lesson Suggestions

- For younger students, the class could make a poem together.
- As an extension, the students could be required to write a sentence instead of just one word.

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Science
Grade 1 – Topic A
Grade 4 – Topic

Art
Composition

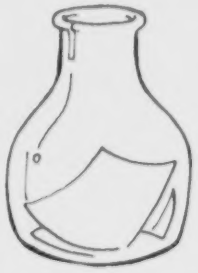
SHAKE A PICTURE

Introduction

- Students will be able to see how it takes energy from muscles to make objects (paint) move.
- Students will create original art pieces.
- This lesson could be an introduction to simple forces.
- Prior to the lesson, pre-cut paper so that it will fit inside a large (plastic) jar and then put the paper inside the jar.

Learning Activities

- Read the book *Mouse Paint*, by Ellen Walsh.
- Discuss the colour mixing that takes place in the story.
- Demonstrate what happens when you put several drops of paint in the jar and then shake it.
- Discuss how energy from our hands makes the paint move.
- Discuss how we use energy when we are being active.
- Students can experiment with different types of movement to see what types of pictures they would create; e.g., run with the jar, hop, skip, throw. Be sure to change the paper between each type of movement. Look at and share the colour changes that occur.



Closure

- A display of each type of activity could be made; e.g., "shake" paint pictures, "jump" paint pictures, "run" paint pictures, "throw" paint pictures.
- Ask the students how they could change the activity.

Materials, Resources, Equipment

- *Mouse Paint*, by Ellen Walsh
- Large plastic jar with a lid
- Paint
- Paper cut to the size of the bottom of the jar

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

DIVISION
I

THEME
Well-being

Global Friendship

CURRICULUM LINKS
Health
GO3

Physical Education
GO "B"

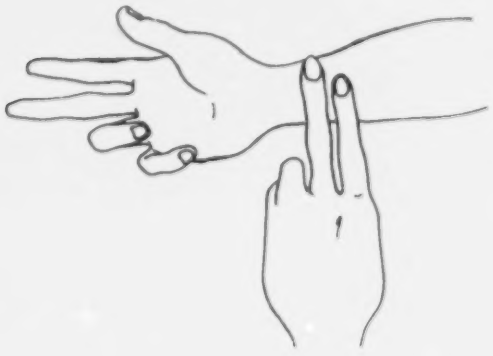
KEEP ON TICKING

Introduction

- Students will be able to identify where the pulse is and how activities affect pulse rate.
- Display a picture of a coloured heart; e.g., see student activity.

Learning Activities

- Read—*What's That Noise!* by Michele Lemieux
- Ask the students to show you where their hearts are. Explain that our hearts are about the size of our fists.
- Ask the students to put their hands on their hearts and tell you what they feel.
- Show the students how to feel their pulses.
- Explain when the heart beats it pushes the blood through the blood vessels. It beats about 122,000 times a day and it pumps 6000 litres of blood per day.
- If possible, demonstrate how to use and listen to a stethoscope.
- Play an active game or do some quick exercises as a group.
- Ask the students to put their hands on their hearts.
- Ask the students if their hearts are beating differently.
- Ask if they can find their heart beats more easily now or before the activity.
- Ask them how exercise helps their hearts.
- Explain to the students that when the heart beats it pumps blood through the body. The blood carries nutrients and oxygen to all areas of the body. When we are very active; e.g., running, jumping or skipping our hearts are working and this is good for our hearts and bodies.
- Students can decorate a cardboard tube and then use it to listen to the heart beats of members of their families.



Closure

- Ask the students to share activities that will increase the heart rate.
- Ask the students to share activities that do not change our heart rate.

Assessment Suggestions

- Anecdotal Recording or Checklist
- Student awareness of the benefits of being active
- Assess students' active participation

Materials, Resources, Equipment

- *What's That Noise!* by Michele Lemieux
- Cardboard tubes
- Diagram of a heart
- Stethoscope if possible

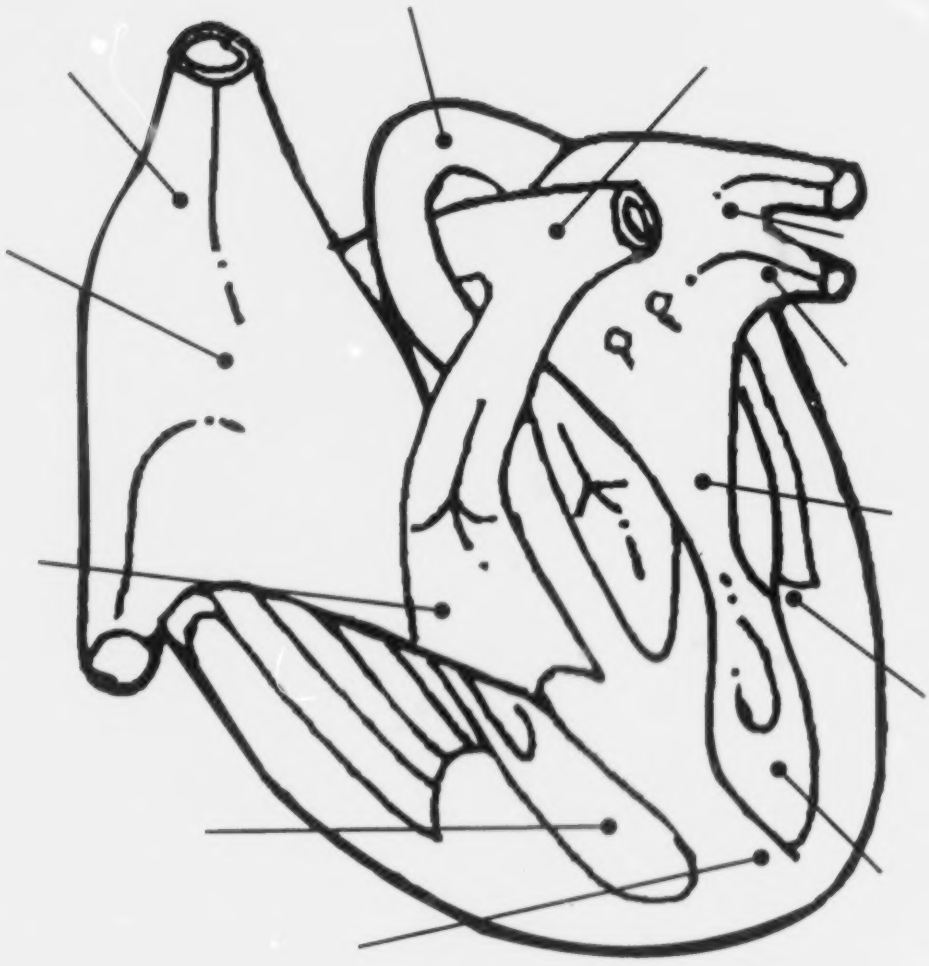
Continuing Lesson Suggestions

- Demonstrate how to use a heart rate monitor.
- Discuss and practice taking pulse at other locations on the body; e.g., neck, wrist.

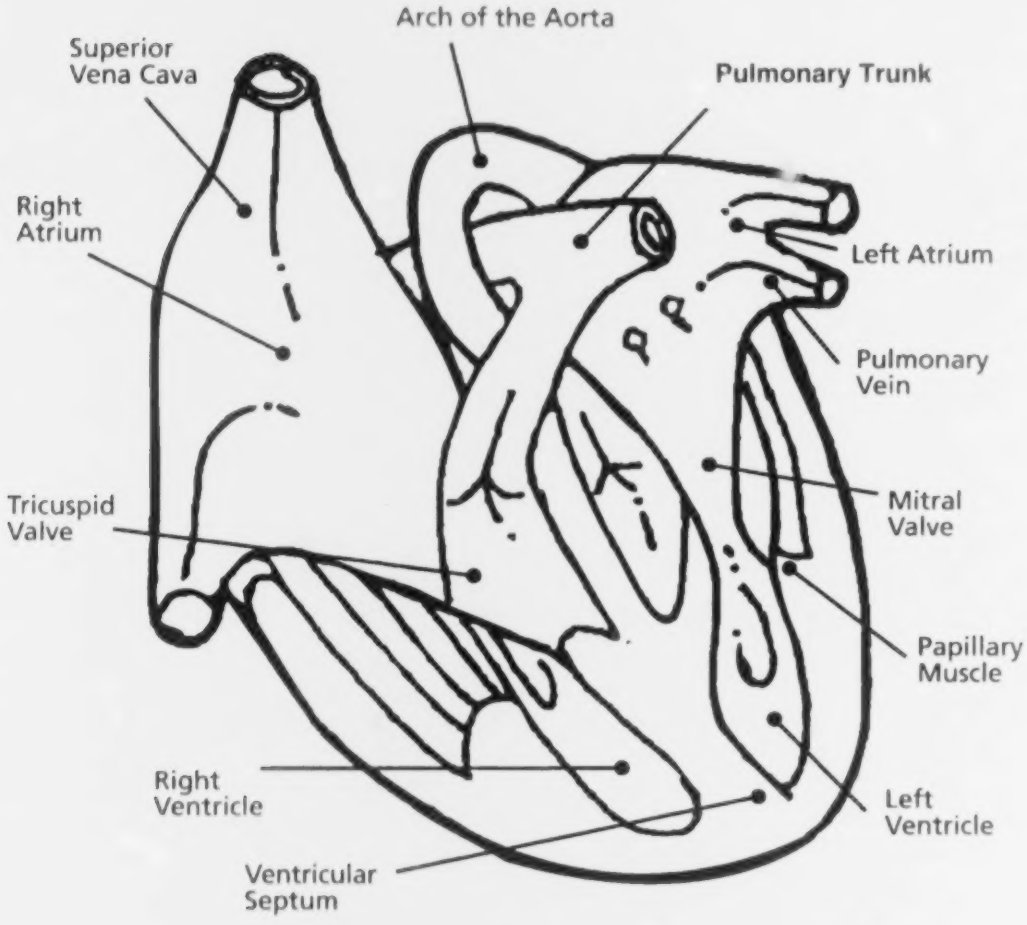
Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

©Alberta Learning, Alberta, Canada

KEEP ON TICKING



©Alberta Learning, Alberta, Canada



©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Well-being

CURRICULUM LINKS
Health
GO3

Language Arts
GO3

A WORLD CLASS MENU

Introduction

- Students will plan a healthy menu for a world class athlete competing in an athletic event. The students will need to keep in mind that athletes training in competitive sports and endurance events will require extra energy and fluids in their diets.

Learning Activities

- Review with the students the food groups and serving descriptions from *Canada's Food Guide to Healthy Eating*. (A copy of *Canada's Food Guide to Healthy Eating* can be obtained from the Dairy Nutrition Council of Alberta to share with the students).
- Review with the students the servings range from each food group: 5–12 servings of grain products, 2–4 servings of milk products, 2–3 servings of meat and alternatives, and 5–10 servings of vegetables and fruits. Emphasize that the servings range addresses the varying energy needs that active people require. Students should know they must plan on including foods from each food group.
- Distribute to pairs or small groups of students a copy of "A World Class Menu." Have the students work together to plan a healthy daily menu for a world class athlete. Students are encouraged to be creative. Students should keep in mind that athletics officials will be checking to ensure they have met requirements for the four food groups and serving sizes.
- Students may refer to the Food Group Reference Sheet included with "Knowing Your Food Facts" lesson on page 44.

Closure

- Students can exchange their menus with other groups to "quality-check" menus. They will ensure the four food groups are included and the serving sizes are accurate.

Assessment Suggestions

- Students can use the checklist at the side of the menu for a personal assessment.

Materials, Resources, Equipment

- Class copies of *Canada's Food Guide to Healthy Eating* from the Dairy Nutrition Council of Alberta.
- Copies of A World Class Menu activity sheet.
- Food Groups Reference Sheet from "Knowing Your Food Facts."

Continuing Lesson Suggestions

- Bring in a local athlete to talk with the students about the importance of nutrition and to review with the students the menus they have created.

STUDENT ACTIVITY

Plan a menu for a world class athlete.

Check that each of your meals contains:

- ☐ Grain Products
- ☐ Vegetables and Fruits
- ☐ Milk Products
- ☐ Meat and Alternatives
- ☐ Serving Sizes

Our menu offers the following total servings:

	# of servings
Grain Products	
Vegetables and Fruits	
Milk Products	
Meat and Alternatives	

A World Class Menu

Breakfast

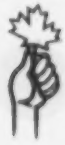
Lunch

Dinner

© Alberta Learning, Alberta Canada

DIVISION
1, 2

THEME
Citizenship



Well-being

CURRICULUM LINKS
Mathematics
Number
Patterns and Relations
Shape and Space
Statistics and Probability

Physical Education
GO "A", "B"

RUN THE MATH RACE

Introduction

- Discuss what a race and a relay race is.
- Review the concepts of fair play—it's okay if you don't win as long as you tried your best and participated with a positive attitude—and team spirit.
- Create three sets of math question cards on three different colours of paper (enough for each student to have one question in each coloured set). Note: question can be based on mathematics strand being studied.

Learning Activities

- Do a warm up in the gymnasium.
- Divide the class into groups of four or five students.
- Provide one pencil per team
- Instruct the students not to run with the pencil. It must remain with the stationary members of the group and one piece of paper, numbered, for recording answers and the team member's names.
- Question cards are placed at one end of the gym, with the teams at the opposite end. (Set up a target—a box or a hula hoop—for the third part of the race.) Give each student one bean bag.
- One member runs down, collects one question card and returns to the team.
- The team answers the question and records the answer on the paper provided.
- The next team member takes the question card, runs and returns the card to the pile and selects a new question card, then repeats the previous step.
- The second time around, the students jump/hop down to get their second question.
- The third time, the students each take one try to toss their bean bags into the box or hula hoop and then run to get their last question. Each bean bag in the target counts for five points.
- When all the question cards have been answered and returned to the pile, the teams jog around the gymnasium.
- The teacher checks answers and awards five points to each team for every correct answer and five points for each bean bag in the target.
- Rotate the questions. Repeat the game. Total the scores.

Closure

- Cool down with stretches.
- Have a class discussion to reflect on the game: What was fun? What wasn't fun and why? What were some of the team's challenges? What ideas would make the game better or more challenging?

Assessment Suggestions

- Create an observation checklist based on these assessment considerations:
  - participation
  - positive attitude
  - team spirit
  - good sportsmanship

Materials, Resources, Equipment

- a pencil for each team
- one math problem for each student (on coloured paper)
- gymnasium or similar setting
- paper for each team for recording answers.

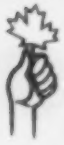
Continuing Lesson Suggestions

- This lesson could be used for review for any unit or subject.

© Alberta Learning, Alberta Canada

DIVISION
1, 2

THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Language Arts
GO 1, 11, 12

Social Studies

Health
GO 3

Physical Education
GO "C"

PLAY FAIR

Introduction

- Students will work together to create a list of play fair rules/guidelines.
- Suggested Reading(s): *Franklin Plays the Game* by Paulette Bourgeois.
- Discuss fair play and what it means to the students. Chart the students' examples.
- This lesson could be used as a way to set up fair play expectations in physical education class or the classroom at the beginning of the year.

Learning Activities

- Depending on the students' age level and needs, this activity could be done as whole class or in small groups of four or five students.
- Give each group a piece of chart paper and felt pens and explain that in their groups they will:
  - brainstorm and record the kinds of behaviours that make up fair play
  - highlight their best three ideas
  - present their ideas to the class
- The teacher records the best ideas on chart paper.
- As a class, decide on five common ideas to create a class code of fair play.

Closure

- Record five class-selected ideas on chart paper. Allow the students the opportunity to decorate this and sign it to show their commitment to the class code of fair play.

Assessment Suggestions

- Create an observation checklist of group participation.

Materials, Resources, Equipment

- *Nelson Language Arts – And Who are You?* (Instruction Writing – Make A Flipbook).
- *The Hockey Sweater*. Roch Carrier.
- *Swimmy* and *Frederick*. Leo Lionni.
- Franklin Plays the Game. Paulette Bourgeois.

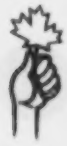
Continuing Lesson Suggestions

- continue with The World's Children at Play activity on page 30.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

DIVISION
1, 2

THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Language Arts
GO1, GO2, GO3 and GO4
(writing instructions)

Arts

Information and Communication Technology
(use of Internet)

THE WORLD'S CHILDREN AT PLAY

Introduction

- Students will learn sidewalk games that children from around the world play. Students will create their own sports or athletics-based game. This lesson links with the Play Fair activity on page 29.
- Discuss the importance of instructions and where we see instructions; games, recipes, material lists, crafts.
- Review keywords: first, second, third, next, then, after that, finally.
- Discuss where we start when we write instructions to a game. Make games with instructions available for the students to observe and discuss.

Learning Activities

Activity 1

Read for motivation: *Sidewalk Games Around the World.*

- Students can work in small groups of two to four or individually, depending on student needs.
- Students are assigned a country; this can be linked to other activities, such as World Sports or Meet an Athlete research activity.
- Students read about the game and country, then summarize briefly the country information, game instructions and materials.
- Students display the country and game on a poster that is bright and colourful, easy to read, including step by step instructions for the game, then create any materials or bring from home materials necessary to play the game.

Closure

- Invite a younger class of students to come and participate in games from around the world.

Assessment Suggestions

- Create an observation checklist based on group participation.

Learning Activities

Activity 2

Motivation: a global athletics event such as the 8th IAAF World Championships in Athletics.

- Supply the students with library and appropriate Internet resources on the events, their background, instructions and rules.
- Students choose one athletics event and create a board game based on that event.

©Alberta Learning, Alberta, Canada

- Games should include: (see Student Activity page that follows)
  - list of materials
  - instructions
  - game board
  - game pieces; e.g., dice, play pieces, cards.
- information about the event that would teach the players about the event/sport

Closure

- Students play classmates' games and fill out Peer Evaluation of Sports Game page. They also fill out Self-Assessment of Sports Game that follows.

Assessment Suggestions

- Create an observation checklist based on group participation and group self-assessment.
- Create a rubric based on the following criteria:
  - instructions are clear
  - bright, colourful, neat board
  - all parts of game completed
  - educational: does the game provide a learning experience about the event or sport?

Materials, Resources, Equipment

- Nelson Language Arts – And Who are You? (Instruction Writing – Make A Flipbook).

Continuing Lesson Suggestions

- Games could be linked to physical education where the students write instructions for a running, jumping or throwing game.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

STUDENT ACTIVITY

WRITING INSTRUCTIONS AND CREATING A SPORTS GAME

Name: _____

1. What sport is your game going to be about? What important information will you include?

2. What is the goal of the game? How do you win?

3. Rules? Special Instructions?

4. Special Places on the game board.

5. How do you move or travel around your game? (dice? cards?)

6. Game pieces?

7. Board shape and design?

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

SELF-ASSESSMENT OF SPORTS GAME

Name: _____

Name of Game: _____

The best part about this assignment was ...

I would like the teacher to pay close attention to ...

If I had more time I would ...

STUDENT ACTIVITY

PEER ASSESSMENT OF SPORTS GAME

Name: _____

Name of Game: _____

Created by: _____

The best part about this sports game was ...

I was confused about ...

Positive suggestions ...

47

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship

Global Friendship

Well-being

CURRICULUM LINKS
Language Arts

Physical Education
GO "A"

Music

Art

CULTURAL AWARENESS FESTIVAL

Introduction
- Students will be encouraged to create art forms from other countries for display purposes and audience viewing at a multicultural talent show.

Learning Activities
- Each class prepares an arts project to be displayed at a Cultural Awareness Festival.
- Classes can decide if they would like to perform as a group and then prepare for the event.
- Organizer designs an application form in which individuals or groups can submit a request to perform for the event.
- Examples of submissions include:
  - Dance, drama, song, instrumentals, martial arts, artwork.
- Invite the students to submit an application.
- Create a program indicating times, location, and type of performance.
- Slot performances into schedule in five to ten minute intervals in various locations throughout the school; e.g., gym, art room, music room, library, hallways.
- Return to the applicants a confirmation of their time and location prior to the event.
- Invite special guests to perform and share their talents; e.g., caricature artist, balloon artist, magician, musician.
- Prepare programs and have them available at front entry.
- Invite parents and community members, even a nearby school.

Closure
- Culminate the event with a gathering of everyone in one central location for a multicultural performance from a local group.
- Group participation in dance and singsong.

Assessment Suggestions
- Written response in Language Arts Journal communicating thoughts about the events and the students' participation.
- Group discussion about events and ideas about how to improve next time.
- Parent survey of event, suggestions for improvement

Materials, Resources, Equipment
- Organized program plan
- Letter of application for performance
- Audio visual equipment or instruments needed at locations throughout the building.

Continuing Lesson Suggestions
- Adapt the idea for classroom use only.
- Students can perform individually and in groups for their classmates and/or parents.
- Include an eating area and refreshment stand for an evening event. Invite the parents and ask them to donate cookies and snacks.
- Sell the art displayed as a fundraiser for the school.

© Alberta Learning, Alberta, Canada

INVITATION TO ATTEND

On _____ (date), from 6:30 to 8:30p.m., our school will be hosting a Cultural Awareness Festival showcasing the arts from various countries. Students are invited to submit an application if they would like to perform that evening. Students may perform individually or in small groups. All performances must reflect a cultural theme. Suggestions include dance, visual arts, drama, poetry, choral speech and instrumental pieces.

Special guests for the evening include _____.

Please have your application submitted by early next week.

Programs will be available at the front entry.

See you there!

Request to Perform:

Name _____ Grade _____

Type of performance_____

Length of performance _____ (not to exceed 10 min)

Special requests for equipment and space_____

Parent signature_____

Confirmation Notice:

Name _____

Performance_____

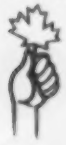
Time slot _____

Location _____

43

DIVISION
1, 2

THEME
Citizenship



Global Friendship

CURRICULUM LINKS

Language Arts
GO1, GO3

Health
GO2

Social Studies
Communication, participation skills

Physical Education
GO "C", "D"

TEAM WORD WEBBING

Introduction

- The purpose of this activity is to provide a team building experience and an opportunity for the students to work toward a common goal. The students will explore key concepts/themes and related ideas necessary for a successful 8th IAAF World Championships in Athletics.

Theme Suggestions:

Friendship	Families
Cooperation	Winning/losing
Communication	Sportsmanship
Fair Play	Excellence
Teamwork	Perseverance
Strength	Community support
Pride	Goal setting

Learning Activities

- The teacher will choose a story or variety of stories to read aloud to the students that captures a range of themes or perspectives on a game, variety of games or competition. Following the story, brainstorm as a class a list of key themes that relate to the 8th IAAF World Championships in Athletics.
- Divide the class into groups of four to five students. Give each student in the group a different coloured pen or marker and give the team one large piece of chart paper. Each team receives a key theme word, or they may choose their own. Teams will brainstorm the main concepts and minor concepts as they relate to their theme. Word webbing is a powerful tool in concept development and exchange. The different coloured markers allow for individual accountability.
  Some students may see more connections, some go for details, others are main idea people. The students need to be reminded of the need to take turns, praise one another and help one another as they work toward a common goal.

Closure

- The group will come together as a whole class to present their ideas. Following their presentation, the class may contribute ideas to extend the group's web. Discuss how it is beneficial to have a World Championships in Athletics competition take place in your community.

©Alberta Learning, Alberta, Canada

Assessment Suggestions

- Students will complete the Team Building assessment. As a group, discuss ways to improve teamwork. The teacher can also use the evaluation.

Materials, Resources, Equipment

- chart paper
- four different coloured markers for each group

Continuing Lesson Suggestions

- Students will apply the brainstorming information. In a learning log they can write a one paragraph essay on the value of having the World Championships in Athletics event take place in their community.

©Alberta Learning, Alberta, Canada

TEAM BUILDING ASSESSMENT

Group Names: _____ Date: _____

_____

_____

_____

_____

☺	I shared in my group today.	☹
☺	I encouraged others in my group.	☹
☺	I used people's names.	☹
☺	Others shared with me.	☹
☺	I felt encouraged by people in my group.	☹
☺	Others in my group used my name.	☹

DIVISION
1, 2

THEME
Well-being

CURRICULUM LINKS
Art
Reflection
Depiction
Composition
Expression

Mathematics
Patterns and Relations
Shape and Space

ACTIVE ATHLETE ART

Introduction

- Using coloured geometric shapes, the students will create a picture of an active person.

Learning Activities

- Discuss what it would look like to be active or be in action.
- Students may cut out pictures from magazines/newspapers of active people and/or athletes.
- Discuss the shapes you would use to recreate your active person; e.g., circle for head, rectangle for arms, oval for body.
- Discuss how to show the bending of body parts to imply movement.
- Model on a felt board or magnetic board how to arrange the shapes to create the active person, being sure to illustrate good use of colour, size, variety, gluing (remind students to not glue until all shapes are organized into the desired shape).
- Challenge the students to use a colour pattern in their projects.

Closure

- Display the student projects.

Assessment Suggestions

- An observation checklist could be used to assess overlapping, motion depiction, colours, variety of shapes, and following directions.

Materials, Resources, Equipment

- Coloured paper and/or coloured shapes (pre-cut for younger students)
- Magazines and newspapers
- Felt board or magnetic board

Continuing Lesson Suggestions

- Create a shape picture of the facility where the activity would take place; e.g., soccer arena, baseball diamond.

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Art
Level One, Level 2 and 3: Expression Component 10 (iii) Media and Techniques. Concept A – Drawing: Purpose. Concept A, B

THE MOVING ATHLETE

Introduction

Students will sketch/draw a picture of an athlete in action/motion.

- Take a pencil and paper to the gym or outside.
- Have the students experiment with walking, running, jumping, throwing.
- Pair up the students—one observes while one moves.
- The students note observations: arm position, head position, legs, body parts in contact with ground and those that are not.

Learning Activities

- Share observations, discuss the similarities in movement and body position.
- Tell the students that they are going to be drawing messy, quick sketches of their partners in motion/action.
- Demonstrate on large chart paper a quick sketch/drawing of a student volunteer in motion. Use quick, light, pencil circles.
- Have the students take turns with their partners, sketching each other in different motions/actions; e.g., run, jump, throw.
- Remind the students that their sketches should not take more than a minute each.
- Have them do as many sketches as time allows.

Closure

- Have the students choose their favourite from their selection of sketches and share. Explain why these are their favourites.
- Add the sketches to their art folders.

Assessment Suggestions

- look for light, circular pencil sketches.
- depiction of motion/action (create an observation checklist based on this criteria).

Materials, Resources, Equipment

- pencils
- chart paper (demo)
- inexpensive large drawing paper, several pieces per student (encourage the students to use both sides)
- pictures of athletes (magazines, books)

DIVISION
1, 2

THEME
Run, Jump, Throw

Global Friendship

CURRICULUM LINKS
Art
Level 2
Reflection
Depiction
Expression
Level 3
Depiction
Expression

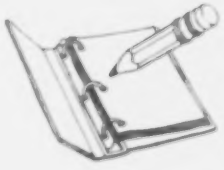
3D ATHLETES IN ACTION

Introduction

- Students will create a 3D wire art figure that shows an athlete in action.
- Allow the students time to sort through newspapers, magazines and Internet pictures to find a picture of an athlete in action. Students could be asked to find an athlete/sport related to their research.

Learning Activities

- Students create a rough sketch of their athlete in action, showing movement:
  - circle shapes for the major body parts—head, neck, body, two circles per arm, leg
  - light, quick, pencil strokes—it should look messy! Model this for the students.
- Using the pencil drawing as a plan, the students should begin with head, basic body, arms, legs. Don't cut the wire, double back and twist to connect the legs, arms, head to the body to form the illustrated athlete shape.



- To create a more three-dimensional figure, the students will need to wrap the wire around and around the initial figure to create muscle/body mass, shape.
- When the wire figure/sculpture is complete, have the students, with assistance, attach the sculpture to a wooden base with a small nail or thumbtack.
- Manipulate the figure into the desired stance to show movement/action.

Closure

- Display the students' work with sketches; research reports; athlete research; other sports related activities.

Assessment Suggestions

- Create a rubric based on these criteria:
  - Does the wire model capture movement or action?
  - Wire model shows body form and proportion.
  - Creativity.

© Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

- newspapers, magazines, Internet access (pictures of athletes participating in games)
- craft wire (easily manipulated with hands)
- small wooden block, one per student, for base
- small nails or thumbtacks
- hammer
- wire cutters
- pencil
- paper

Continuing Lesson Suggestions

- If wire is unavailable, cutting and folding and pasting construction paper or clay would work as well to construct a 3D athlete.
- Other—papier-mâché.

DIVISION
1, 2

THEME
Well-being

CURRICULUM LINKS
Health
GO3

Mathematics
Statistics and Probability

KNOWING YOUR FOOD FACTS

Introduction

- Examine and discuss *Canada's Food Guide to Healthy Eating* and what makes a well-balanced diet. *Canada's Food Guide to Healthy Eating* promotes balance, variety and moderation as the key to ensuring food intake provides enough vitamins, minerals and protein in the diet. Students will identify the basic classifications of food and the importance of each. Students will learn strategies to create positive eating habits through the selection of nutritious foods.

Learning Activities

- Write the names of the four food groups on chart paper. Introduce the lesson by brainstorming with the students examples of foods which fit in each food group of Milk Products, Meat and Alternatives, Vegetables and Fruit, and Grain Products.
- Beside each food, write how much an actual serving is; e.g., 30 g of cold cereal, 125 ml juice equals one serving. (Refer to the Dairy Nutrition Council of Alberta for their Food Guide Slide which gives serving descriptions.) Distribute the "Food Groups Reference" as a quick overview and a visual aid to the four food groups.
- Give the students the Food Survey and have them record the foods they ate from the previous day. Teachers may provide their own meals from the previous day to use as an example with students. Show the students how to complete the survey. Refer to the Food Groups Reference to review the daily food group requirements and the number of servings in each food group.
- Students may choose to make a Healthy Eating Journal in which to record their daily food intake over a week-long period.
- Have the students graph their daily food servings. They could create a pictograph, bar graph or plot a line graph to display their results from the daily food survey.

Closure

- After a week's time of recording their daily food intake (this could be assigned as homework) ask the students if they see an improvement in their diets or does their diet resemble *Canada's Food Guide to Healthy Eating*?

Assessment Suggestions

- Review the completed Food Survey with the students individually or in small groups, checking for understanding of food groups and serving size. Each student's survey will be individual.

Materials, Resources, Equipment

- Food Groups Reference Sheet
- Food Survey Sheet
- Student Activity Sheet

57

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

FOOD SURVEY

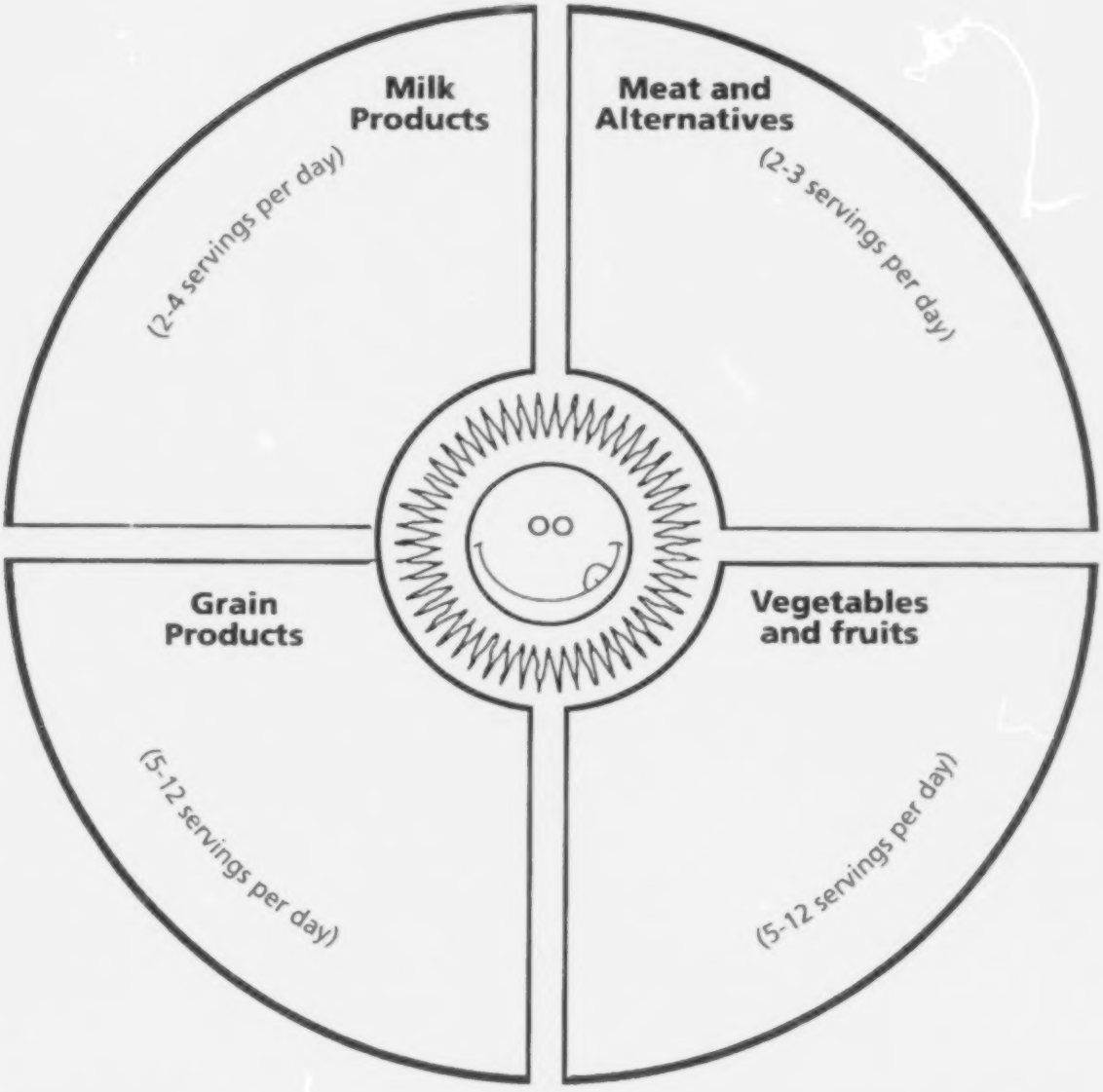
Complete this chart by listing the foods you ate yesterday.
For each meal you ate, record the number of servings in each food group.

Meals	**Food Groups**			
	Milk Products	Fruits and Vegetables	Grain Products	Meat and Alternatives
Breakfast				
Snack				
Lunch				
Snack				
Supper				
Snack				
Total # of servings from each group				
What does the *Canada's Food Guide to Healthy Eating* recommend?				

STUDENT ACTIVITY

FOOD GROUPS REFERENCE

Illustration–draw pictures of food groups in each pie according to food guide slide.



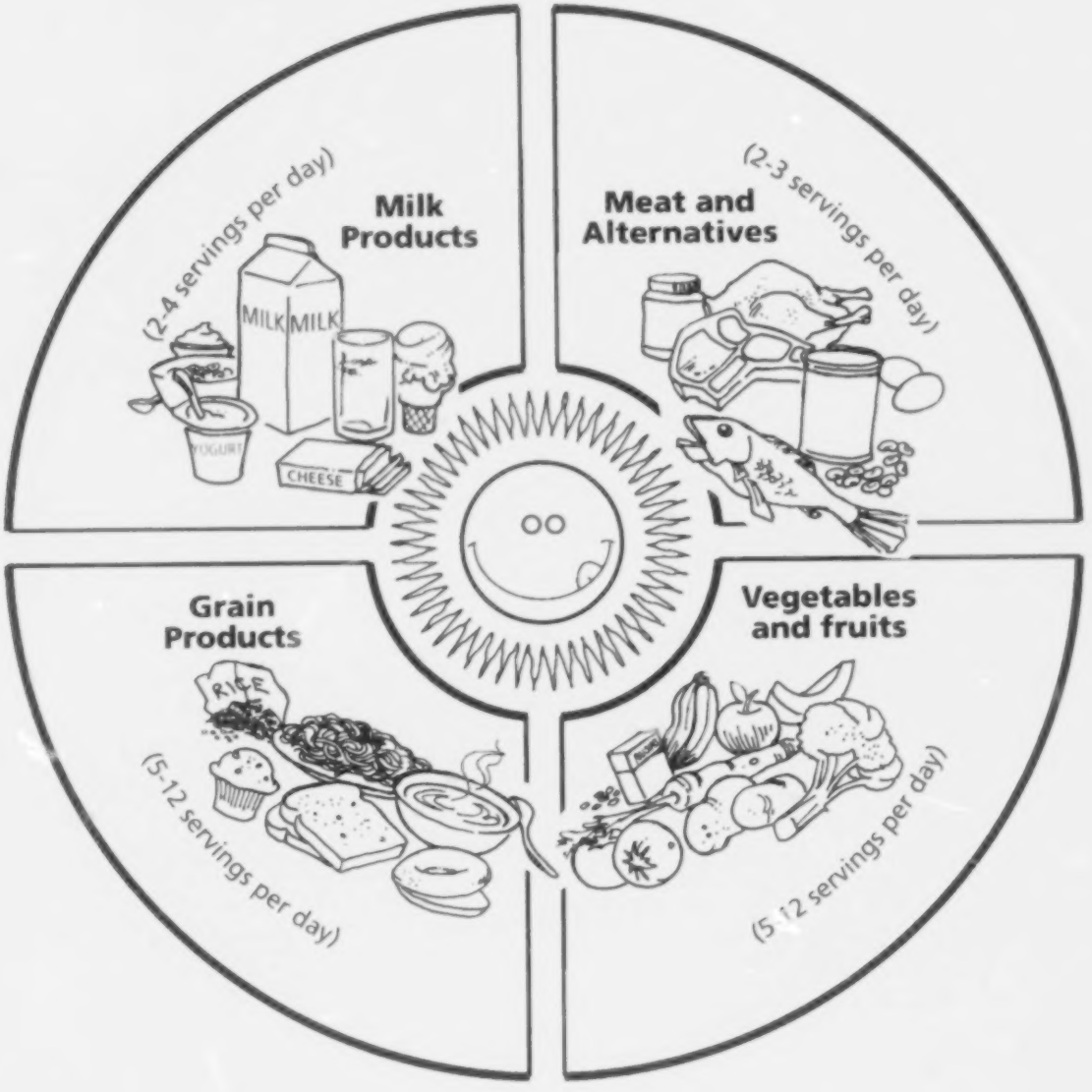
59

© Alberta Learning, Alberta, Canada

TEACHER RESOURCE

FOOD GROUPS REFERENCE

Illustration–draw pictures of food groups in each pie according to food guide slide.



©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Social Studies
Topic 1A, 2C, 3B, 5B

MAP A TRACK

Introduction

- Students will develop an understanding of the layout of athletics events.
- Students will use mapping skills to locate specific coordinates and use a legend to show a certain area.
- Explain to the students that elementary school students will be attending a city wide athletics event at their school. A basic outline of the track area is provided on the student sheet. A grid is shown to help position the location of events on the track area.

Learning Activities

- Explain to the students that a grid is an arrangement of blocks that are created by vertical and horizontal lines intersecting on a page. Numbers and letters are used on the grid to help name the blocks.
- Draw a grid on chart paper. Demonstrate to the class how to find a point on a grid by putting a finger of the right hand on a number and a finger of the left hand on a letter. Slide the fingers together until they meet. When the grid points are located, write the coordinates with the letter first, followed by the number.
- Using the "Map a Track" student activity sheet, have the students apply their understanding of coordinates. The students should also have an understanding of a legend—maps use symbols to represent things. These symbols are explained in the legend.

Closure

- Bring the students together to share their understanding and discuss "Map a Track."
- Did they use their fingers to help locate coordinates on their map?
- How could they design a track and field layout differently?
- The track map can be put on an overhead projection and the teacher can use class input to share the results.

Assessment Suggestions

- The teacher may choose to use the answer key in an overhead projection.
  1) B4. 2) C4, C5. 3) C5. 4) E4. 5) D2. 6) B3. 7, 8) check symbols to be sure they are located correctly on the grid. 9) answers will vary. If a teacher uses the continuing lesson suggestion; criteria can be developed to include a performance assessment of student playground maps.

© Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

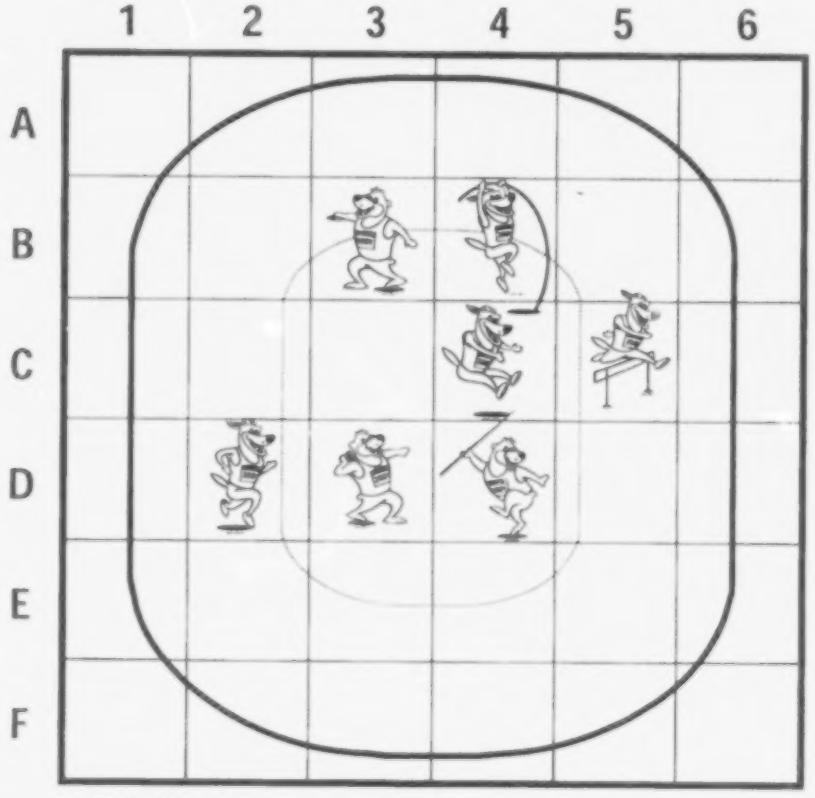
- pencils, pencil crayons
- Map a Track activity sheet

Continuing Lesson Suggestions

- Using a grid layout, the students are encouraged to design a playground of their dreams. They will need to develop a legend and create a map using a grid to locate playground equipment and activities. The students can create a school wide display for parents to view their efforts.

©Alberta Learning, Alberta, Canada

MAP A TRACK ACTIVITY SHEET



LEGEND

Pole Vault

Javelin

Discus

Shot Put

Long Jump

100 m

400 m

Hurdles

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

MAP A TRACK QUESTIONS

Use the grid to find the following events located on the track and field map.

List the coordinates.

Write the letter before the number for each event you find.

1. Pole vault _____
2. Long jump _____
3. Hurdles _____
4. Javelin _____
5. 400 m _____
6. Discus _____

7. The shot put area will be in two locations. The grid points for the shot put will be E2 and E3. Draw the shot put on the track and field map.

8. Make a symbol for the 100 m dash, and add this symbol to the legend. The grid point for the 100 m dash is E5. Draw the 100 m dash symbol on the track and field map.

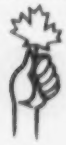
9. The washrooms are located *off* the track and field area. Make a symbol for the men's washroom and the women's washroom to add to the legend. Draw these symbols on the map. What are the grid points for:
   Women's washroom?____
   Men's washroom? ____

10. Can you think of any other symbols that could be added to the track and field map? Add these to your legend and list the coordinates.

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship



Global Friendship

Well-being

Run, Jump, Throw

CURRICULUM LINKS
Social Studies
Mapping skills
location of countries

Physical Education
GO "A", "C"

FUN-FIT PASSPORT

Introduction

- Students will be engaged in a variety of run, jump and throw activities independently and with partners.
- Activities are self-selected to promote individual responsibility, leadership and goal setting.
- Students will be responsible for keeping track of completed activities by marking a passport.

Warm-Up

- Gather all equipment to a large play area.
- Check the area for safety.
- Hand out one passport per student.
- Explain the procedure:
  - Students choose an activity.
  - Pick up the necessary equipment.
  - Find space to complete the activity independently or with a partner.
  - Return the equipment and stamp the box on the passport that corresponds with the activity.
  - On the back of the passport find the activity number and colour in the country on the map that has that number.
  - Choose the next activity and repeat the procedure until the passport is complete.
  - If finished early, repeat favourite activities.

Learning Activities

- Give the students freedom of space, time and choice of activity, reminding them of the goal to complete the entire passport.
- Passport activities may occur over a series of lessons.

Closure

- Gather as a group to share experiences.
- Discuss successes and challenges.

Assessment Suggestions

- Observations of the students performing the skills.
- Written record/checklist of their proficiency rating on a 1–3 scale.
- Student feedback through discussion.
- Peer assessment/self assessment on skills, effort, participation.

©Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

- One passport per student.
- Several stamps.
- Felt pens, pencil crayons.
- Nylons, footballs, frisbees, lacrosse sticks and balls, hoops, scoops and balls, beachballs, quoitballs, paddlebats and balls, skipping ropes, pylons, and other balls of varying types and sizes.
- Gather all the equipment and place in a moveable bin.

Continuing Lesson Suggestions

- Modify the activities based on the available resources in your school.
- Provide a blank passport and have the students generate activities.
- Use the passport idea for other subject areas; e.g., language arts—write two rhyming words, create a simple poem about feelings, give the name of your favourite author.
- Invite students in lower divisions to pair up with older students to help them read the boxes and complete the activities together (Peer coaching).

FUN FIT PASSPORT

1 Tell five people how well they are doing.	7 High five or shake hands with four others.	13 Play catch with a hula hoop receiving the hoop on different body parts.	19 Create an obstacle course through the playground. Take a friend through.
2 Run or walk 25 steps while your leg is tied to a partner's leg.	8 Throw a ball against a wall five times and leap over as it bounces.	14 Skip with rope 25 times.	20 Tell two people what the four food groups are.
3 Pass a football to a partner 10 times.	9 Jog on the spot. Lift your knees and slap them 20 times with your hands.	15 Play catch with scoops and ball 10 times each.	21 Try three standing long jumps with a different take-off and landing each time.
4 Toss a frisbee with a partner 10 times each.	10 Play beach volleyball with a partner. Keep the ball in the air for as long as possible.	16 Hop forward 15 times. Hop backward on the other leg 15 times.	22 Play shadow tag with a partner. Step on each other's shadows eight times.
5 Jog from one goal post to another and back.	11 Play leap frog with a partner (jump) 15 times over each other.	17 Ring toss five quoits or hoops over a pylon target three metres away.	23 Keep a ball bouncing up from a paddle bat while moving from a standing to a sitting position.
6 Play catch with lacrosse sticks and ball 10 times.	12 Pass a ball to a partner 10 times with one bounce in between.	18 Run around the ball diamond or perimeter three times.	24 Do 20 jumping jacks.

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Well-being

Run, Jump, Throw

CURRICULUM LINKS
Physical Education
GO "A", "B", "C", "D"

RUN, JUMP, THROW AND AWAY WE GO

Introduction

- Students will participate in a variety of stations, organized in circuits, to promote cooperation, teamwork and run, jump and throw skills.
- Set up six activity stations along with the Event Task Cards prior to students' arrival or during a warm-up. Stations will be rotated every 10 to 15 minutes.
- Rotate in order of numbers; e.g., three rotates to four, six rotates back to one.
- For the following lessons the team captain picks up the equipment and is responsible for the set-up of the first station that day.

Learning Activities

- Include a warm-up such as a group jog.
- Divide the students into six groups. Assign numbers to each.
- Assign a leader for each group to be responsible for station set-up and materials.
- Discuss expectations for group members and define the behaviours characteristic of cooperation and teamwork.
- Share a group evaluation form so they may be aware of the self-assessment to be completed at the end of the unit.
- Explain the procedure of rotation and give a description of the events.
- Send the students first to the station that corresponds with their team number.

Closure

- At the end of the lesson, the captain collects the equipment.
- A cool down activity of walking or stretching.
- Give the students feedback as to their progress.

Assessment Suggestions

- Observe skill development levels in students.
- Provide individual instruction as needed.
- Complete the checklist of skills and rate each student 1, 2, or 3 on their ability, effort and participation.
- Have the students complete an assessment of themselves in a group situation. (See Me in My Group student page.)

Continuing Lesson Suggestions

- Have the students design a new circuit of stations which focus on run, jump and throw or other skill areas in Physical Education; e.g., stations which develop competency in basketball.
- Pair various grade groupings of different levels together. Older students can teach younger students.

EVENT TASK CARDS

BASEBALL THROW:
Equipment- three hoops, ball

- Assign the positions of one pitcher, one thrower and several fielders.
- The thrower stands in a hoop at home base.
- The pitcher stands inside another hoop which is 10 metres in front.
- Fielders arrange themselves to retrieve the ball in the field behind the pitcher.
- Create a first base 15 metres away using another hoop.
- The pitcher tosses the ball to the thrower at home base.
- The thrower catches the ball and throws it as far as possible into the field.
- The thrower then runs to first base and back home before the fielders retrieve the ball.
- When the ball is retrieved it must be thrown to the pitcher who must touch home base before the thrower runs home.
- The object of the game is for the thrower to beat the ball to home base.
- If a player is out, all players rotate positions. Set a maximum of three turns each.

PARTNER PLAYOFF:
Equipment – 10 balls, light in weight, e.g., scoopballs, tennis balls

- Divide into pairs. Odd numbers should form a team of three.
- The partners each take a ball and on a cooperative signal they each throw their ball in the same direction as far as they can out into the field.
- Once both balls have stopped, they race to retrieve them and try to be the first one to tag their partner with their ball by tossing it below the waist at them.
- The first to tag a partner receives a point. Continue the next round.

JUMP THE SNAKE PIT!
Equipment: skipping ropes

- Take two ropes and stretch them out on the ground closer together at one end and gradually fanning outward to form a "snake pit."
- Create several "snake pit" areas that vary in width.
- With a partner, start at one end and jump across without falling in the pit. Proceed down the pit as it gets wider. Attempt several leaps across.
- If successful, move to the next set of ropes.

LEAPIN' LIONS

- This is a variation of the game "Red-Light, Green-Light."
- One person is the "Lion Catcher" and stands on one end of the playing area. The other students are the "Leapin' Lions" who stand opposite the Catcher.
- Catcher stands with back to the lions.
- On the signal "Leap!" the lions make jumps toward the catcher taking off on two feet from a standing position and landing on two feet.
- When the Catcher calls out "Roar!" the lions must freeze.
- The Catcher then turns around and sends any lions back to the start who show movement after the stop signal.
- The object of the game is to leap to the other side first and become the new Catcher.

©Alberta Learning, Alberta, Canada

BOX TROT

Equipment: four pylons

- Students must move around the course alternating jogging with walking—one activity on each side.
- The course is set up in a square shape, 30 metres by 30 metres.
- Adaptations can be made to vary the activity; e.g., jog, hop, skip, gallop, walk backward, leap, side-step, etc.

BEANBAG SHUTTLE

Equipment: two hoops, bean bag, pylons

- Place 2 hoops 15 metres apart.
- Line up the team behind one hoop to face the other hoop.
- On "go" the first runner takes a beanbag, runs to the second hoop, drops it inside of the hoop and runs back to tag the next runner.
- The second runner runs to the hoop, picks up the bean bag, returns and drops it in the opposite hoop.
- Continue the relay.
- Do not throw the beanbag.
- Record your effort for each station. (See below.)

Run, Jump, Throw Effort Record

Name: _____

3. I tried my best all the time at this station.
2. I tried some of the time at this station. I could have tried harder.
1. I didn't try very hard at this station.

	Baseball Throw	Partner Playoff	Jump the Snake Pit	Leapin' Lions	Box Trot	Beanbag Shuttle
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						

Run, Jump, Throw Effort Record

Name: _____

3. I tried my best, all the time at this station.
2. I tried some of the time at this station. I could have tried harder.
1. I didn't try very hard at this station.

	Baseball Throw	Partners Playoff	Jump the Snake Pit	Leapin' Lions	Box Trot	Beanbag Shuttle
Day 1						
Day 2						
Day 3						
Day 4						
Day 5						
Day 6						

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

ME IN MY GROUP

Activity: _____

Group Members: _____

Circle 1, 2 or 3 for each.

I participated 1 2 3

I tried my best 1 2 3

I stayed with the group 1 2 3

I completed all the tasks..... 1 2 3

I enjoyed myself 1 2 3

I reached my goals..... 1 2 3

I encouraged others 1 2 3

I was helpful 1 2 3

My suggestions:

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Global Friendship

Run, Jump, Throw

CURRICULUM LINKS
Music
Rhythm, Expression, Listening, Moving, Creating, Form

Physical Education
GO "A", "B", "C"

MUSIC AND MOTION

Introduction

- Students will develop a list of locomotor movements and then create a movement pattern for a selected song; e.g., "Contre-danse" by French composer Jean-Philippe Rameau

Learning Activities

- Listen to the selection. Instruct students to listen for the different patterns in the music; e.g., A B A C A D A E A F. The A section has 16 beats.
- Brainstorm on chart paper the activities that involve locomotor movements; e.g., run, jump, throw, skip, walk, tiptoe
- As an entire class or in small groups, the students need to decide and record which movements will match the letter pattern of the song
  e.g., A – run B – skip C – throw
- Allow the students time to experiment with their movement patterns.

Closure

- Students can present their movement patterns.

Assessment Suggestions

- Listen to and observe the students performing their movement patterns. Watch to see if they are using the correct number of beats.

Materials, Resources, Equipment

- *Composition "Contre-danse"* by Jean-Philippe Rameau from the Share the Music Series by McGraw Hill School Division

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship

Run, Jump, Throw

CURRICULUM LINKS
Social Studies
Grade 4 Topic A

Physical Education
GO "A", "B", "C"

ACTIVE ALBERTANS

Introduction

- Students should be divided into teams.
- Teams could have a flag and flag nametags already made from a previous activity.

Learning Activities

- Students will have the opportunity to participate in an athletic event with activities that represent the different areas in Alberta.
- Reference could be made to local or national events that are taking place that would be similar to the school event; e.g., 8th IAAF World Championships in Athletics.
- Discuss the importance of fair play, teamwork, and best effort.
- Points could be awarded for team participation and team enthusiasm; e.g., one point per person who participates at each event and five points for team enthusiasm
- Teams rotate through the various stations, participating in each activity.
- Provide score sheets for each team.
- The accompanying list provides sample stations.

Closure

- Review challenges at each station.
- Review score sheets.

Assessment Suggestions

- Classroom teacher observes student performance according to pre-set criteria.
- Team score sheets.

Materials, Resources, Equipment

- Score sheet
- Pens/pencils
- Variety of equipment at each station

© Alberta Learning, Alberta, Canada

EVENTS	EQUIPMENT
• Edmonton – Oilers hockey team Shooting a "puck" Students take turns shooting at the net	Hockey sticks "puck," nets
• Calgary – Ranching Lasso a stuffed animal Students run in pairs around the bases carrying an animal on a blanket	Stuffed animals Blankets

EVENTS	EQUIPMENT
• Banff – National Park Mountain climbing obstacle course Students take turns going through the course	Playground or obstacle course
• Vegreville – World's Largest Pysanka Egg spoon relay Students run with a ball on their spoon	ping pong balls spoons
• Sherwood Park – "Home" of Robin Hood Target Aim Students throw balls through the hoop	Balls hoops tied to soccer goal posts
• Lloydminister – Border of Alberta and Saskatchewan Jump over the Border Students take turns jumping in sand pit or a marked-off area.	Sand pit
• Jasper – National Park Nature Walk/Scavenger Hunt	List of items to find (check off list)
• Airdrie – Open Plains "Horseshoe Toss" Throw frisbees from a starting point for distance	Frisbees
• Lethbridge – Windy city Parachute Games	Parachute
• Rest Station	Freezies, water, coloured chalk to draw with

DIVISION
2

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Mathematics
Shape and Space

Social Studies
Mapping, Time Zones

MAPPING/TIME ZONES

Introduction

- Explain that the world is divided into time zones and discuss with the class whether this might cause problems in staging an international event.

Learning Activities

- Teacher puts the overhead, The Earth On Its Axis onto the projector and discusses it with the class. Demonstrating the rotation and revolution of the earth using a globe and bright flashlight (sun) in a darkened room would be very appropriate here.
- Students are given copies of the Time Zone Map and asked to name the following bodies of water (Mediterranean, Arabian and Bering Sea, Atlantic, Pacific, Arctic and Indian Oceans), cities (Edmonton, Vancouver, Ottawa, Seville, Athens, Goteborg, Stuttgart, Tokyo, Rome, Helsinki, New York, Moscow, Seoul, Cape Town, Lima, Honolulu and Sydney) and continents (Europe, Asia, North America, South America, Oceania, Africa) on their maps and color them. The teacher may want to make a number key for cities since it may be difficult to find enough space on the map to write in the names.
- Teacher does several problem examples on the overhead using the Time Zone Map with the students (For example if it is 3:00 p.m. in Edmonton, what time would it be in Ottawa? Sydney?)
- When they are ready, have the students do the World Time Zones activity.

Closure

- Discuss why different time zones are necessary.

Assessment Suggestions

- Through class discussion, determine students' understanding of time zones.

Materials, Resources, Equipment

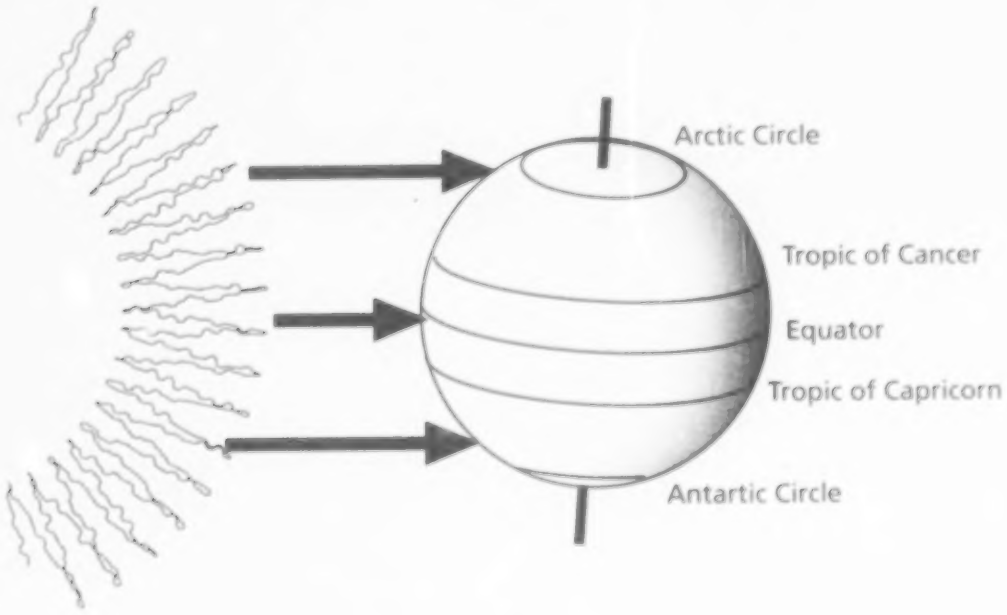
- Atlas
- Overhead projector and transparencies of Time Zone Map and The Earth On Its Axis
- Time Zone Map and The Earth On Its Axis (copies for each student)

© Alberta Learning, Alberta, Canada

THE EARTH ON ITS AXIS

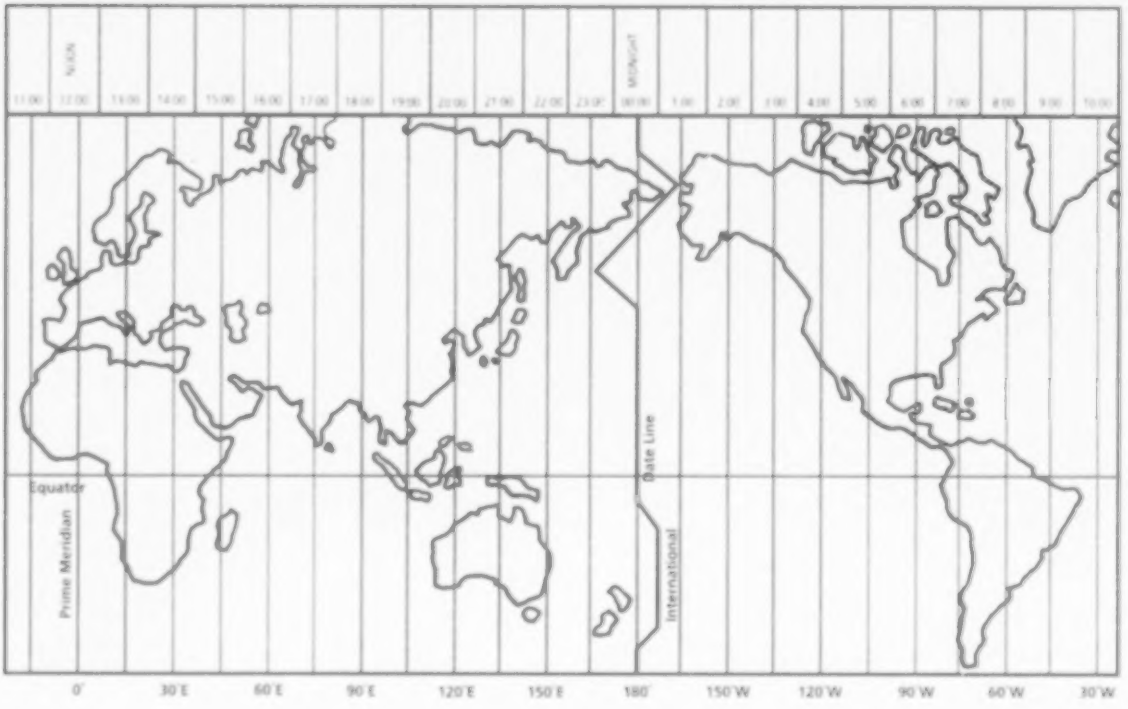
The Earth rotates on its axis as it revolves around the sun, causing the sun to rise and set at different times in different parts of the world. To avoid inconvenience and confusion, most of the world's countries have agreed upon a system of standard time zones. There are 24 established time zones. Each zone covers 15 degrees of longitude. However, countries adjust time zones in ways that are most convenient. Therefore, time zone lines appear crooked over land areas.

Due to the earth's rotation it is never the same calendar day all over the world. Therefore, an imaginary line, the International Date Line, has been established as the starting point of each new day. Part of this line is the same line that marks 180 degrees of longitude. We say that a day "begins" at midnight at the International Date Line and moves west around the earth. Twenty-four hours later, the day "ends" back at the date line. Calendar dates change as the date line is crossed. Eastbound travelers who cross the date line must subtract a day from their calendar. Westbound travelers who cross the date line must add a day to their calendars.



STUDENT ACTIVITY

TIME ZONE MAP

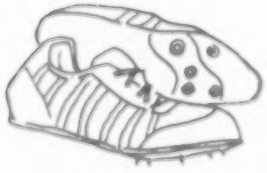


© Alberta Learning, Alberta, Canada

WORLD TIME ZONES

During a world athletics event, there will be people coming from all over the world. Many will be calling their friends and family back home. There are 24 time zones in the world. It is important that people understand this so they are aware of the best times to call their friends and family in order to avoid waking them up in the middle of the night. Using your Time Zone Map, answer the following questions.

1. Most countries have agreed upon a system of _____ standard time zones.
2. It takes _____ hours for the earth to make one rotation.
3. The earth turns through a full circle of _____ degrees.
4. Each standard time zone in the world usually covers _____ degrees of longitude.
5. If it is Tuesday just east of the International Date Line, it is _____ just west of the line.
6. When it is noon along the Prime Meridian it is _____ along the International Date Line.
7. How many time zones are there between Edmonton and Sydney?
8. When it is 6:00 p.m. in Edmonton, what time is it in Rome? _____ Tokyo? _____ Cape Town? _____ New York? _____ Seville? _____
9. When it is 11:00 a.m. in Edmonton, what time is it in Lima? _____ Seoul? _____ Honolulu? _____ Helsinki? _____ Moscow? _____
10. When it is 9:00 p.m. in Edmonton, what time is it in Athens? _____ Ottawa? _____ Vancouver? _____ Stuttgart? _____ Sydney? _____
11. Jean needs to call her husband, Jack at 10:00 a.m. in Australia. At what time should she call? _____
12. Harry said he would be calling his wife, Anne at 8:00 p.m. New York time. What time should Anne be expecting his call if she is in Edmonton? _____



DIVISION
2

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Mathematics
Number Operations

MONEY MATH

Introduction

- Review multiplying and dividing with decimals. Go over some examples as a class; have the students do several calculations on their own; then discuss as a class.
- This lesson will fit best if done after the students have had extensive practice with multiplying and dividing with decimals since it is applying what they have learned.
- Explain that the following activity is applying multiplying and dividing decimals to calculating currency conversions. As a class, do some examples similar to the ones they will be performing when working on the activity.
- Have the students do several calculations on their own. Discuss as a class and demonstrate when the students are to multiply and when they are to divide.

Learning Activities

- 210 countries are involved in the World Championships in Athletics. Athletes, media, officials, sponsors, tourists from all around the world will be coming to Edmonton. As a result, they will have to convert their money into Canadian dollars. The following activity will involve converting other currencies into the Canadian dollar equivalency as well as converting the Canadian dollar into other currencies.
- Provide the students with a table with money currencies from around the world.
- Students perform the various calculations using the currency tables. See the worksheet that follows.
- This worksheet is made up of some sample currency calculations.
- The teacher can determine what types of calculations the students will be performing depending on their grade and their ability.

Closure

- Review how and when to multiply or divide when doing currency calculation conversions.

Assessment Suggestions

- See worksheet

Materials, Resources, Equipment

- Currency conversion table available from the Edmonton Journal or a bank.
- Currency calculation worksheet. One for each student.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

CURRENCY CALCULATION WORKSHEET

Using the currency exchange rate tables perform the following calculations and show your work.

1. Explain whether you multiply or divide when performing currency conversion calculations. Give an example of each.

2. a) $80.00 American = $_____ Canadian. Operation _____.
   b) What operation (i.e., add, subtract, multiply or divide) would you perform if you were to convert the above back to American dollars?

3. $50.00 Canadian = _____ French franc. Operation _____.

4. Perform the following calculations into Canadian dollars and then circle which is worth the most.
   48 English pounds = $_____ Canadian
   $110.00 Canadian = $_____ Canadian
   2000 Italian lira = $_____ Canadian
   $70.00 American = $_____ Canadian
   10000 Mexican pesos = $___ Canadian
   500 Japanese yen = $_____ Canadian

5. Perform the following calculations into Canadian dollars and then number them in order from the least to the greatest.
   300 Greek drachmas = $_____ Canadian
   856 Thailand baht = $_____ Canadian
   19 English pounds = $_____ Canadian
   $44 Canadian = $_____ Canadian
   1100 Italian lira = $_____ Canadian
   $30 American = $_____ Canadian
   6500 Mexican pesos = $_____ Canadian
   500 Japanese yen = $_____ Canadian

6. If Caitlin had 10 English pounds, $42.27 American, 25 Deutch marks and 950 Mexican pesos, how much would he have in Canadian dollars? How much would he have in American dollars?

7. If Kelsey has 200 Thailand baht, 47 Japanese yen and 12 English pounds and Susan had 12342 Mexican pesos, 5700 Italian lira and 33 Swiss francs, how much money would each of them have in Canadian dollars and who would have more?

DIVISION
2

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Language Arts
GO1, GO2, GO3, GO4, GO5

TRAVEL GUIDE

Introduction

- In groups of three or four, students will be given several travel brochures and will generate a list of the information that is contained in the brochures.
- Teachers will write the list on the board and where possible will group information into relevant categories.
- Say: Let's have some fun and create our own travel guides.

Learning Activities

- Students prepare a travel guide on a country of their choice and present to the class (individual or in groups).
- Students keep a diary of their trip which will cover one to four and five of the following items:
  1. your trip overview
  2. a small world map showing the route you took
  3. a detailed map of your country showing your travel route, major cities, mountains, rivers
  4. a visit to the zoo with native animals and plants
  5. a typical full course meal
  6. a tour in one direction away from your base city or move to a city in another region. Describe changes in scenery, climate, vegetation, people
  7. a visit to a cultural site with native shows, costumes
  8. a visit to a historic site
  9. a shopping trip where you purchase the country's crafts and explain how they are made
  10. a day's visit with a native family. Describe their customs, religious beliefs and habits *may visit a school).
  11. you arrive on the day they are celebrating a national or local holiday. Tell about the events; e.g., Chinese New Year in Hong Kong, Running of the Bulls in Pamplona, Spain.
  12. a trip to the railway station, airport or docks where you see exports (goods going out) and imports (goods going in). Describe what you see.
  13. describe a sporting event that you attended if it's original and unique to the country; e.g., bull fighting.
- Note: #4–13 can be done in any order. It must be a maximum of 1 page and use illustrations.

Closure

- Presentation.

Materials, Resources, Equipment

- Travel brochures.

Continuing Lesson Suggestions

- Computer integration—create brochure on the computer using pictures from the Internet.

DIVISION
1, 2

THEME
Citizenship

Global Friendship

Well-being

Run, Jump, Throw

CURRICULUM LINKS
Social Studies
Culture Appreciation/ Awareness

Physical Education
GO "A", "B", "C", "D"

AROUND THE WORLD IN PLAY!

Introduction

- Promotes cultural awareness of games played in a variety of countries around the world.
- To add interest and variety to a school wide event, a Physical Education unit or an Intramural Program.

Learning Activities

- Divide the students into teams.
- Choose games with multicultural themes. (Ideas are included)
- The teams play the game, and rotate among stations for a school-wide event every 15 minutes.
- For a games unit in Physical Education, choose to play one or two games each lesson.
- For intramural use, assign teams to represent a country. Alternate games as frequently as one per week.

Closure

- Review and discuss the games the students participated in. Discuss challenges, changes, modifications.

Assessment Suggestions

- Students can write about their favorite game and give reasons why.
- Students choose one game to write instructions for.
- Oral feedback from students about how they felt about the unit.
- Observations from the teacher to determine whether the students have understood the rules, participation, effort, sportsmanlike conduct.

Safety

- If playing outdoors check for glass and potholes.

Continuing Lesson Suggestions

- Add arts and crafts stations in which the students complete art activities typical of other countries; e.g. bead work, Batik, braiding, weaving.

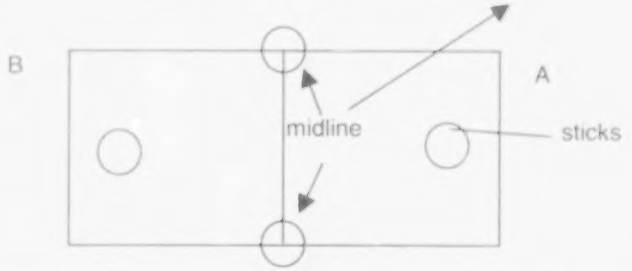
GAMES

Name: **Baseline Ball**
Origin: Greece
Participants: 6 to 30
Age level: 6 and up
Equipment: pylons, pinnies, ball (10"), gym/outdoors

Divide players into two equal teams and line up facing each other on opposite ends of a gym or playing field. Mark the middle of the area with a centre line or pylon. The object of the game is to pass the ball to your team members without dribbling or running. Your team members will attempt to cross the opponents baseline (A or B) to receive your pass. When an interception occurs the other team takes possession. A point is scored when a team member catches a ball behind the opposing baseline. The round of play is started each time with the ball placed at centre and a signal to retrieve it. The baseline should be away from the gymnasium walls.

Name: **Stashing Sticks**
Origin: North American Aboriginal Peoples
Participants: 2 and up
Age level: 6 and older
Equipment: pylons, 4 hoops, 12 sticks, gym/outdoors

Divide players into two teams. Mark off an area for play approximately the size of a gym. Designate a centre line and place one hoop at the end of each line. Place another hoop in each of the player zones toward the end line. Place 12 sticks in each. On signal each team tries to steal one stick at a time from each other's hoop without getting tagged. Captured sticks are placed in their team's hoop. If they are tagged while attempting the steal, players must wait in one of the midline circles until their team makes the next successful capture.



©Alberta Learning, Alberta, Canada

Name: **The Great Wall of China**
Origin: China
Age level: 6 and up
Equipment: pylons, gym, open space

Create and mark a gym-sized rectangular playing area. Mark a midline that runs through the centre with a width of 2.5 to 3 metres. One player is the guard while the others line up on one end. The object of the game is for the guard to tag players who then become guards while running from one side of the gymnasium area to the other across the "wall." The guard yells "Cross over my wall, I'll catch you all!" to start play.

Name: **Aussie Bowl**
Origin: Australia
Age level: 6 and up
Equipment: 1 different-coloured ball for each player. 1 bowl or basket.

Place a white bowl or basket rim side down in the field away from the start line (approximately 15 metres). Players take turns rolling a ball toward the target. The closest player receives one point. Hitting the target is worth three points. After all the balls have been rolled, points should be awarded. Reset the bowl and begin again.

Name: **Scrambled Eggs**
Origin: England
Participants 4 or more
Age level: 6 and up
Equipment: ball (tennis size)

One player is "it" and starts with the ball. The others are scattered around within 10 metres. These players choose a colour. The player who is "it" throws the ball in the air and calls out a colour. The player with that colour runs for the ball while the others including "it" scatter away. Upon capturing the ball the player yells "stop" and everyone must freeze in a standing position legs wide apart. The player with the ball attempts to roll it through the legs of the nearest person. If successful that new person retrieves the ball and calls a new colour to start the game over.

DIVISION
1, 2

THEME
Global Friendship

CURRICULUM LINKS
Music
Elements—Rhythm, Form, Expression, Listening, Moving, Singing, Playing Instruments, Reading & Writing, Creating

Physical Education
GO "A", "C"

BEAT PARADE

Introduction

- Students will listen and move to the sounds of a fanfare taken from an event recording or other source.
- Students will create their own movement patterns to the same piece to demonstrate differences in beat and rhythm within the composition.
- Students will create their own rhythm pieces using a variety of musical instruments.

Learning Activities

- Play the fanfare "Olympic Fanfare" from the Share the Music Series by Macmillan/McGraw-Hill, or other music source, such as the triumphant march in Verdi's Aida.
- Have the students move to the music as it is played.
- Play the piece again as the students quietly sit and have them imagine what it would be like to be at a large sporting event, as a participant or spectator.
- On a flip chart, brainstorm what activities could be happening at the opening event; e.g., marching bands, torch arrival, dancing, parade of athletes.
- As a class, discuss the type of beat that would be associated with each activity; e.g., fast beat, slow beat.
- On a large sheet of paper, create a listening map that would resemble an oval track and field.
- On the map, illustrate where each opening activity could be taking place.
- Discuss how to make the listening map follow the beat and rhythm of the piece. Think about the location of fast beat versus slow beat.
- In small groups, the students can create their own ensemble using percussion instruments. The rhythm and beat should follow the class-generated listening map.

Closure

- Students can present their creations to the class.

Assessment Suggestions

- Observation—listen to see if the students followed the listening map.
  Peer Assessment—class peers could respond, reflect and suggest ideas.

Materials, Resources, Equipment

- "Olympic Fanfare" by Leo Arnaud from the Share the Music Series by McGraw Hill School Division, or the triumphant march from Verdi's Aida.
- Paper for listening map.
- Percussion instruments.

Continuing Lesson Suggestions

- Art—students could create their own listening maps—using a variety of colours. Percussion instruments could also be used.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship

Global Friendship

Well-being

Run, Jump, Throw

CURRICULUM LINKS
Language Arts
GO1, GO2, GO3, GO4, GO5

Music

Physical Education
GO "A", "C"

RAP IT UP!

Introduction

- Students will create a rap song in the form of verses combined with a sequence of movements to a beat or to music.
- Bring in samples of appropriate rap music or video segments.
- Discuss what rap is and describe its function and characteristics.

Learning Activities

- Bring rap music to class or gym and use it to accompany student movement.
- Study some of the language used and discuss its form and content.
- Relate rap to poetry written in verses, commonly in rhyming patterns.
- Study samples of verses in poetry and practice identifying rhyming patterns; e.g., AABB, ABAB, AAAA.
- Choose a selection of poetry and transform it into a rap song with movements and a beat.
- Choose a theme or topic and have the students create their own verses, movement and beat from start to finish.
- Edit with peers and the teacher.
- Select a beat and movements.
- Practice for an audience.

Closure

- Perform the rap for an audience.
- Videotape the production for student viewing or a parent night.
- Discuss students' successes and difficulties.
- View the group performances and provide constructive feedback.

Assessment Suggestions

- Generate a checklist of skills or components of a rap; e.g., steady beat, message spoken, movement.
- Supply a checklist for the students to use as they are working.
- Complete a self or group evaluation to record effort and participation levels.
- Teacher observation.
- Peer performance assessment.

Materials, Resources, Equipment

- Musical instruments
- CD's or tapes of rap music
- Video camera optional

Continuing Lesson Suggestions

- Host a school-wide event called the "Rap it Up Challenge."
- Invite parents and special guests.
- Invite guest speakers who have had experience in creating their own lyrics, music or dance.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

RAP IT UP! SAMPLE

Theme: Active Living

Active Living Recipe

ABCD are the ingredients for the recipe
Step A
Active living is what we need
Drop the attitude and be a lead
Slam dunk, run fast, get the basic skills
Get better through practice and do'in drills

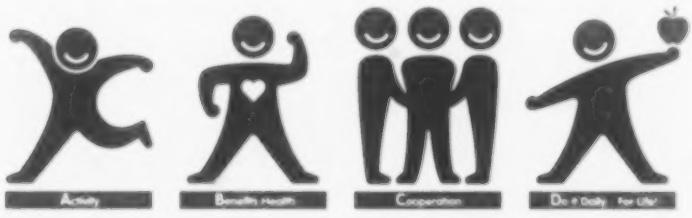
Step B
Get fit, stay strong, just try your best
Eat good food, get lots of rest
Jump rope, swim, ski, pump that heart
Cause daily activity is really smart

Step C
Be a good sport to play the game
Cause fight'in and cuss'in is really lame
Cooperate, share and pass the ball
Mak'in sure that you give your all

Step D
We love to do sports in the community
Giv'in our health an opportunity
Just do it! Do it!
A, B, C, D....do it!

Written and performed by grade five students. From John Paul I School, Edmonton Catholic Schools

ABCD's of Physical Education



87

©Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Global Friendship

Well-being

Run, Jump, Throw

CURRICULUM LINKS
Language Arts

Mathematics

Social Studies

Science

DASH FOR CASH!

Introduction

- This activity is similar to a popular game show. The intent is to provide an opportunity for the students to be experts in different subject areas while having to review and locate information.

Learning Activities

- Choose a theme or subject area.
- Generate samples of questions in which there are four possible answers.
- Teacher plays the game show host while all the students are contestants.
- Teacher asks the entire group a question and gives the four possible answers.
- Students record A, B, C, or D or select matching answers on record sheets that have space for ten answers at a time.
- For each set of ten questions each student is allowed one "lifeline," meaning they can ask one other person in the class for the answer.
- At the end of each set of 10 questions the students mark their answers.
- For each correct answer they colour in one coin from a page of money.

Closure

- After completing a set of ten questions, the students may exchange their money for rewards, small prizes, or privileges.

Assessment Suggestions

- Play the game upon completion of a unit of study prior to a test so that the students have a chance to review the content and have fun too.
- Keep track of the number of correct answers for each student to indicate those who may need more support in the learning or to make a plan to re-teach or move forward in a unit.

Materials, Resources, Equipment

- Dash for Cash! answer page.
  Pages of money for each student.
- Computer access.
- Prizes supplied by the teacher or donations from home.

Continuing Lesson Suggestions

- Play the game after each unit of study.
- Ask the students to write questions and submit them for game use. Provide cards for the students to write questions on the front, and four possible answers on the back.
- Vary the theme or topic.
- Use the Internet for research purposes in designing questions.
- Have a school-wide game on the P.A. system, one set of 10 questions per morning about a topic universal to all students.

© Alberta Learning, Alberta, Canada

ATHLETICS THEME QUESTION SAMPLES

1) The men's decathlon is a series of how many track and field events? **(B)**
   A) 5
   B) 10
   C) 15
   D) 20

2) A marathon is a race that covers a distance of how many km? **(D)**
   A) 14km
   B) 26km
   C) 36km
   D) 42km

3) Which throwing event is the only one that involves a running start? **(C)**
   A) hammer throw
   B) discus
   C) javelin
   D) shot-put

4) The women's heptathlon consists of how many events? **(C)**
   A) 5
   B) 6
   C) 7
   D) 8

5) The term "Athletics" refers primarily to: **(B)**
   A) swimming, biking, running
   B) track, field, road and combined events
   C) baseball, soccer, football
   D) hiking, orienteering, kayaking

6) Athletes in the individual track races are disqualified if they false start how many times? **(C)**
   A) three times
   B) once
   C) twice
   D) four times

7) Which race has a break line to indicate a lane change? **(B)**
   A) hurdles
   B) relay
   C) sprint
   D) marathon

8) The triple jump event consists of a sequence of which three movements? **(C)**
   A) hop, hop, jump
   B) hop, step, hop
   C) hop, step, jump
   D) hop, run, jump

89

©Alberta Learning, Alberta, Canada

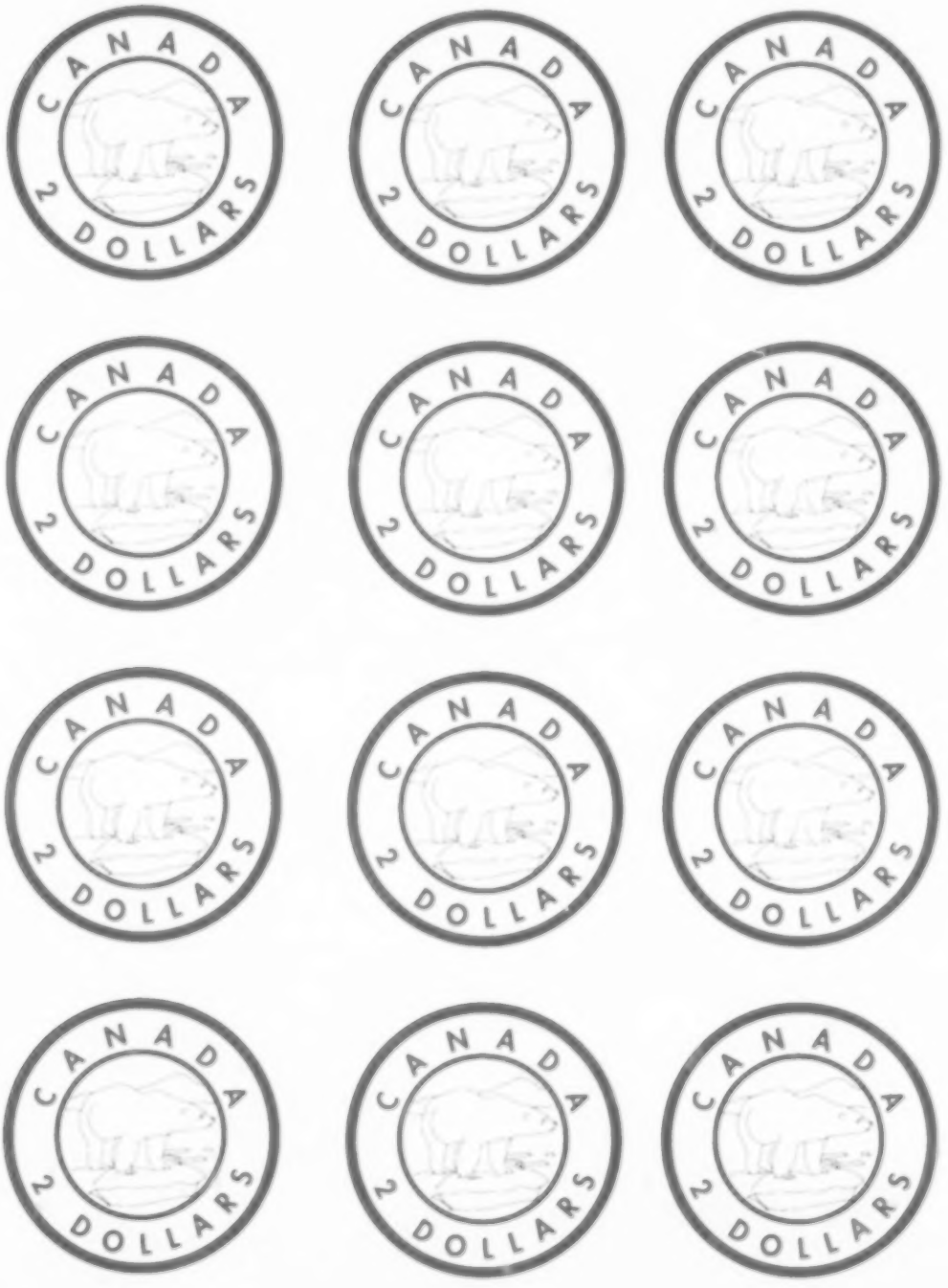
9) Which women's event debuted for the first time in 1999 at the 7th IAAF World Championships in Seville, Spain? **(D)**

A) shot-put
B) discus
C) javelin
D) hammer throw

10) The 8th IAAF World Championships ranks in which order of the largest sporting events in the world? **(C)**

A) first
B) second
C) third
D) fourth

© Alberta Learning, Alberta, Canada



© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

DASH FOR CASH! ANSWERS

Question	Answer	Lifeline (only one)	Mark
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Question	Answer	Lifeline (only one)	Mark

Question	Answer	Lifeline (only one)	Mark
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

Question	Answer	Lifeline (only one)	Mark

© Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Global Friendship

CURRICULUM LINKS
Language Arts
GO1, GO2

SPORTS POETRY APPRECIATION

Introduction

- Read or make available a selection of sports-related poetry. Use some poetry examples to model this activity for the students through a class discussion about the main idea, the poet's message, figurative language or techniques used, rhyme, type of poem.
- Review
  - types of poems. See Poetry Forms handout in Writing Sports Poetry activity on page 86.
    - Shape
    - ABC
    - Diamond
    - Haiku
    - Cinquain
    - Limerick
- Figurative Language
  - Poets use figurative language or techniques; e.g., simile, personification, onomatopoeia, metaphor, alliteration and hyperbole.
- Paragraph Planning and Writing
  - Use Plan Your Paragraph student page

Learning Activities

Students will:

- State the title of the poem and the poet's name.
- Describe the main idea—what message the poet is trying to tell his readers.
- Describe which figurative language techniques the poem has employed and why they are used.
- Determine whether the poet has used rhyme. If so, why? If not, does it affect the meaning of the poem?
- Describe what type of poem has been written. Define the type of poetry and how the poem fits this definition.
- Write a poetry appreciation paragraph. Support all answers using examples.

Closure

- After a discussion about voice, body language, eye contact, the students may orally present their poems to the class.

Assessment Suggestions

- See language skills rubric on page 83.

Materials, Resources, Equipment

- *Opening Days*. Lee Bennett Hopkins ©1996.
- *Running Girl – The Diary of Ebonee Rose*. Sharon Bell Mathis ©1997.
- *Write on Track*. Nelson Language Arts.

Continuing Lesson Suggestions

- See Writing Sports Poetry lesson on page 84.
- Make connections to local or global sporting events; e.g., 8th IAAF World Championships in Athletics, Olympics.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

ATHLETES ARE STRONG AND DETERMINED
SOME RUN FAST...
SOME JUMP HIGH
THERE ARE THOSE THAT REACH FOR THE GLORY
AND THOSE WHO FALL FOR THE GOLD

Name: _____

PLAN YOUR PARAGRAPH

Paragraph Writing

Outline of a paragraph:

Three parts:

1. topic sentence—tells about the subject of paragraph and catches the reader's attention
2. the body—sentences in the body tell about the subject or describe the subject. Remember to put the sentences in order.
3. closing sentence—this is the last sentence of the paragraph. It restates in a different way what the subject (see topic sentence) of the paragraph is about, and gives the reader something to remember.

©Alberta Learning, Alberta, Canada

LANGUAGE SKILLS RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Use of voice	• voice is consistently clear with excellent volume • speech is very fluent	• frequently demonstrates clear voice with good volume • speech is fluent with minor interruptions	• occasionally demonstrates clear voice with varied volume • needs to work on fluency, interruptions may affect clarity	• voice is not at all clear and volume is too low to follow • fluency of speech is limited and affects clarity
Achievement of Purpose (ideas shared)	• consistently uses interesting ideas • ideas are consistently shared in logical sequence	• frequently uses interesting ideas • ideas are frequently shared in logical sequence	• occasionally uses interesting ideas • ideas are occasionally shared in logical sequence	• ideas shared are limited • sequencing of ideas is limited and difficult to follow
Vocabulary	• consistently uses specific descriptive vocabulary • consistently explains vocabulary when necessary	• frequently uses descriptive vocabulary • explains some vocabulary when necessary	• occasional use of descriptive vocabulary • few explanations of vocabulary	• limited vocabulary • no explanations of vocabulary provided
Visuals, Imagination, Creativity	• visuals consistently add to speech • consistently uses imagination/ creativity to enhance presentation	• visuals frequently add to speech • frequently uses imagination/ creativity to enhance presentation	• occasionally adds visuals to speech • occasional use of imagination/ creativity to enhance presentation	• visuals are limited • limited use of imagination/ creativity to enhance presentation
Delivery	• consistently addresses audience, excellent eye contact • consistently uses facial expressions and body language to enhance delivery of presentation	• frequently addresses audience, good eye contact • frequent use of facial expressions and body language to enhance delivery of presentation	• occasionally addresses audience, some eye contact • occasional use of facial expressions and body language to enhance delivery of presentation	• not yet addressing audience or making eye contact • limited use of facial expressions and body language

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Global Friendship

Run, Jump Throw

WRITING SPORTS POETRY

Introduction

- Students will create their own poetry with a sports theme, using available poetry forms. Read examples of sports poetry to the students. Brainstorm and chart the students' examples of sports, equipment involved, action words (verbs), descriptive words (adjectives). You may want to focus on a specific sporting event; e.g., 8th IAAF World Championships in Athletics. Discuss similarities and differences between the sports brainstormed; e.g., running versus skiing, long jump versus ski jump, marathon versus cross-country skiing or biking.
- Review: Types of poems (Use Poetry Forms handout)
  - Shape
  - ABC
  - Diamond
  - Haiku
  - Cinquain
  - Limerick

CURRICULUM LINKS
Language Arts
GO1, GO2, GO4

Learning Activities

- Students will need background knowledge of the type of poetry they might write or of a variety of poetry forms to meet their individual needs and interests. Possible forms are listed above. Teachers may make large charts of poetry forms for the students to refer to.
- Challenge the students to try a variety of forms and a variety of sports and to include descriptive vocabulary to create a picture in the reader's mind of the sport in action.
- Writing process: plan (brainstorm), write, re-write (revise), edit, publish. The students may add pictures to their poems to enhance the effect.

Closure

- Have the students practice reading their poems orally, experimenting with voice, body language and eye contact.
- Students present their poems to the class and the work is then displayed.

Materials, Resources, Equipment

- Charts of poetry forms and writing process
- Library resources—poetry
- *Opening Days*. Lee Bennett Hopkins ©1996.
- *Running Girl – The Diary of Ebonee Rose*. Sharon Bell Mathis ©1997.
- *Write on Track*. Nelson Language Arts.

© Alberta Learning, Alberta, Canada

Continuing Lesson Suggestions

- Make connections to local or global sporting events; e.g., 8th World Championships in Athletics, Olympics.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

STUDENT ACTIVITY

POETRY FORMS

Shape Poems

Words of the poem take the shape of the topic of the poem.

Steps:
1. List shapes (thematic)
2. Choose a shape you can draw.
3. Collect ideas about your shape/topic.
4. Write your poem.
5. Draw your shape big enough for words.
6. Bring poem and shape together.

ABC Poem

Use letters from a word to make a funny list poem; e.g.

M _ _ _ _ _
A _ _ _ _ _
R _ _ _ _ _
A _ _ _ _ _
T
H
O
N

Diamond Poem

A diamond poem follows a syllable pattern, lines 2 and 6 name the same subject; e.g.:

Run	(one syllable)
summer	(2)
very fast	(3)
around the track	(4)
see the end	(3)
summer	(2)
Win!	(1)

Cinquain

- five lines long
- one-word title
- two describing words
- three action words
- four feeling words
- one synonym for the title

} 5 lines

Limerick

- five lines long
- lines one, two and five rhyme
- lines three and four rhyme

Haiku (usually something in nature)

- three lines long
- line one has five syllables
- line two has seven syllables
- line three has five syllables

99

©Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Global Friendship

Well-being

WORLD SPORTS

Introduction

- Students will research and write about a sport that is specific to a country of their choice.
- Brainstorm in small groups or with the whole class a list of countries and familiar/unfamiliar sports from around the world.
- Provide a variety of resources for the students to explore during the brainstorm; e.g., sports, country literature, Internet access.
- Discuss why sports might differ between countries.
- Chart country names and related sports on large chart paper for later reference.
- Review
  Research techniques:
  - question writing
  - jot notes, gathering information
  - paragraph writing
  - Internet search techniques

CURRICULUM LINKS
Language Arts
GO1, GO2, GO3, GO4

Learning Activities

- Students select a country for which they will research a sport specific to that country.
- Students develop research questions (whole class/individual) based on:
  - history
  - geographic location
  - special facilities
  - training
  - education
  - famous sports personalities specific to events or sports and the country.
- At this time, review gathering and recording information into jot notes, organize under research questions (use World Sports Research Gathering page for students). Make resources (library/Internet) available.
- Final project presentation may take various formats:
  - booklet (use Plan Your Paragraph from Sports Poetry Appreciation activity)
  - mobile
  - diorama
  - poster
  - brochure
  - provide students with Activity Cards
- Student Checklist (use World Sports Research Checklist)

Closure

- Students can prepare a short oral presentation that highlights their sport research.
- Display the students' work.
- Invite other classes or parents to view projects.
- Review the accompanying Research Rubric.

Assessment Suggestions

- See Language Skills rubric in Sports Poetry Appreciation activity
- Curriculum Checklist (see Meet an Athlete activity)

Materials, Resources, Equipment

- *Write on Track*. Nelson Language Arts (paragraph writing, pp. 55–63).
- *Writer's Express* (report writing). pp. 220–223. Nelson Language Arts

Continuing Lesson Suggestions

- connect to any large sporting event locally, world wide, etc.
- compare the students' favourite sports to their sport of research from another country.
- Art lesson connection: 3D Athletes in Action The Moving Athlete – Sketching.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

© Alberta Learning, Alberta, Canada

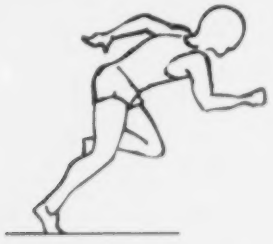
STUDENT ACTIVITY

WORLD SPORTS RESEARCH CHECKLIST

_____ (Sport) _____ (Country)

I have ...

- ❒ used at least _____ reference material(s)
- ❒ written research questions based on these topics:



- history
- geographic location
- special facilities
- training
- education
- famous sports personalities (favourite from this sport)

- ❒ a complete set of jot notes
- ❒ written down resources used
- ❒ included a bibliography

I have chosen for my final project presentation:

- ❒ booklet
- ❒ mobile
- ❒ diorama
- ❒ poster
- ❒ brochure

See detailed project cards.

STUDENT ACTIVITY

WORLD SPORTS RESEARCH GATHERING

Question:

Notes:

Resources:

Question:

Notes:

Resources:

© Alberta Learning, Alberta, Canada

ACTIVITY CARDS

Booklet

Your written report should include:

1. title page—name of sport, picture, your name and the date
2. table of contents
3. written report (paragraph format)
4. pictures, diagrams, and/or maps (include explanation, details) explain the importance of the pictures
5. bibliography

Be creative. How will you pull this booklet together?
Think about your topic.

Mobile

Make a mobile that represents your sport. You may use a hanger, straws, sticks or other creative ideas as the base of your mobile. Remember to include all of the important parts of your research on fact cards. Pictures and diagrams can add to your presentation. Place the name of your sport (bright/clear) somewhere on your mobile. Be prepared to explain each part of your mobile.

©Alberta Learning, Alberta, Canada

ACTIVITY CARDS

Diorama

Use a shoe box to create a three-dimensional picture of your sport. Remember to include a background, foreground, special facilities, equipment, athletes, fans, media and others in your diorama. Try to include as many details as possible. Use construction paper, plasticine, or cardboard to make your diorama 3-D.

The written aspect of your research can be attached to the back of your diorama or displayed beside it. Remember to include the name of your sport and your name somewhere on your project.

Poster

Make a large poster to advertise your sport. Remember that you want to encourage people who see the ad to take up your sport.

Use fancy lettering, bold colours, illustrations and written information (from research) to make your advertisement stand out and be educational. Try to think of a slogan that might go with your sport. Be creative.

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

Brochure

Create a brochure about your sport. Think about other uses of brochures for ideas, such as "travel" brochures. Lead the reader through a creative adventure or trip with your sport.

You brochure should include:

- title/cover page (bright, neat, colourful)
- small table of contents to highlight important information provided in pamphlet
- information should be organized under clear headings
- topics of research: history, geographic location, special facilities, training, education, other
- pictures and diagrams
- remember to cite resources used.

RESEARCH RUBRIC

Criteria	4 Excellent	3 Proficient	2 Adequate	1 Limited
Development				
• presents information	• information is consistently precise and organized	• frequently presents information in an organized manner • some audience interest	• information occasionally presented in a general manner, flow is sometimes interrupted	• information is disjointed/limited (no flow of ideas)
• audience interest	• consistently maintains audience interest	• evidence of plan	• audience interest is not sustained	• little to no audience interest
• planning	• detailed plan including jot notes	• some editing and revising	• planning needs to be linked to writing	• no evident plan
• introduction and closure	• enticing introduction	• information gather from limited resources	• introduction and closure need more development	• introduction and closure are vague/not evident
• editing/revising	• strong sense of closure		• inconsistent editing and revising	• no evidence of editing/revising
• resources	• consistent evidence of effective editing and revising • consistently used a variety of resources		• information gathered from one or two resources	• information from one source only
Content				
• reader's interest	• writing consistently captivates reader's interest	• frequently maintains reader's interest	• reader's interest is not sustained	• reader's interest is not sustained
• vocabulary	• consistently uses precise/ descriptive vocabulary	• frequently uses descriptive vocabulary	• general vocabulary	• vocabulary is limited and not always appropriate for topic
• attention to detail		• details are specific and generally effective	• little attention to detail	• no attention to detail
Mechanics				
• sentence types	• consistently varies sentence types	• frequently varies sentence types and lengths	• simple sentence structure used	• incomplete/ unclear sentences
• spelling	• most words consistently spelled correctly (familiar and unfamiliar)	• familiar words frequently spelled correctly, unfamiliar may be spelled phonetically	• spelling errors may affect clarity of writing	• limited sentence structure
• capitalization and end punctuation	• use of capitals and end punctuation is consistently correct	• capitals and end punctuation show minor errors	• use of capitals and end punctuation is inconsistent	• spelling errors affect clarity and flow of writing • limited or no use of proper capitalization or end punctuation

DIVISION
2

THEME
Global Friendship

Well-being

CURRICULUM LINKS
Language Arts
GO1, GO2, GO3, GO4

MEET AN ATHLETE

Introduction

- Students will research a famous athlete.
- Suggested Reading: (Nelson Language Arts: Going the Distance) *Rick Hansen: No Walls Too Big to Climb.* Mary Beth Leatherdale.
- Have a class discussion on goals and goal setting, discussing what is an athlete, what makes an athlete famous, which athletes the class is familiar with, who are their favourite athletes and why.
- Background knowledge: paragraph writing, gathering and recording summary jot notes.

Learning Activities

- Decide based on available resources whether or not this will be a book report or research approach and whether or not you will have the students research an athlete from a specific country or select one of their choice.

Student Activity

- Discuss/define biography versus autobiography.
- Discuss/review project outline:
  - identify if the book is a biography or an autobiography
  - title, author, publisher, number of pages (or reference resources used to find information for research)
  - summarize the athlete's life:
    - childhood
    - mentor(s)
    - training years to success
    - present day
    - special competitions/awards
    - other
  - why did you choose to learn more about this person?

- Final Project Format (options)
  - booklet (use Plan Your Paragraph page in Sports Poetry Appreciation activity)
  - poster

Closure

- Share the projects with a younger audience (make presentations).
- Display the students' work.
- Have the students set their own personal goals (see Personal Goal Setting page) and share them.

Assessment Suggestions

- use the Research Rubric in the World Sports activity
- oral speaking
- sentence structure, vocabulary (see Language Skills Rubric in Sports Poetry Appreciation activity)
- summary notes
- book report
- booklet/journal
- poster
- Language Skills rubric (in Sports Poetry Appreciation activity)
- Curriculum Checklist

Materials, Resources, Equipment

- *Running Girl – The Diary of Ebonee Rose*. Sharon Bell Mathis ©1997.
- *Write on Track*. Nelson Language Arts.
- *Writer's Express* (summary writing). Nelson Language Arts.

Continuing Lesson Suggestions

- connect to any large sporting event locally or globally.
- make comparisons to Canadian athletes.
- Art lesson connection: *3D Athletes in Action The Moving Athlete* – Sketching.

Note: Some of the references or literature has been compiled from recommendations by classroom teachers. Some references are already designated as authorized resources. Other references identified have not been evaluated by Alberta Learning and are not to be construed as having explicit or implicit departmental approval for use. The responsibility for evaluating these references prior to their use rests with the user, in accordance with any existing local policy.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

PERSONAL GOAL SETTING

Why set a goal?

My goal is:

My action plan to achieve my goal

How I will know when I have reached my goal.

© Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Language Arts
GO4

IT WENT THAT-AWAY

Introduction

- Activity is to have the students select vocabulary appropriate for different contexts, especially action words relating to track and field.

Learning Activities

- Discuss words often found in writing that are not very precise; e.g., "nice."
- Have the students generate sentences that could use these words; e.g., "It was a nice day," "She was very nice."
- Ask for synonyms that would give us a more precise idea of what was meant; e.g., "It was a sunny day," "She was very friendly."
- Have the students work through the attached list of sentences.

Closure

- Students could role play/dramatize the action words through movement.

Assessment Suggestions

- Assessment key provided.

Materials, Resources, Equipment

- Worksheet, "It went that-away."

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

IT *WENT* THAT-AWAY.

Student Sheet

From the list of words at the bottom choose the best one to replace the word "went" in each of the following sentences.

1. The girl went down the track in the 100 m race.
2. The exhausted athlete went into the stadium at the end of the marathon race.
3. The runner went to the finish line when she realized that she would easily win the race.
4. To begin his warm-up the competitor went four times around the track.
5. The pole vaulter went high into the air.
6. From the beginning of the race Dan Chiu went over every barrier cleanly in the steeplechase.
7. She went out of the starting blocks.
8. He went a long way in the triple jump.

coasted, exploded, hurdled, jogged, leaped soared, sprinted, staggered

Answer Key

1. sprinted	5. soared
2. staggered	6. hurdled
3. coasted	7. exploded
4. jogged	8. leaped

DIVISION
2

THEME
Global Friendship

CURRICULUM LINKS
Language Arts
GO2, GO3

O's, X's AND – 's

Introduction

- In this lesson, the students will gather information from an unusual text form and use that information to construct meaning.

Learning Activities

- Show the top part of the first overhead to the students and ask if they have ever seen any text like this before.
- Point out that we can communicate with many different forms of text, and discuss what they think the numbers and symbols mean.
- Reveal the key on the overhead and discuss.
- Introduce the rules for deciding the winner of a high jump competition. Use the rules and the overhead together to have the students explain what was happening in the competition—questions such as: Who won? How do we know? What height did he clear? At what height was he eliminated?
- Tell the students that world class high jumpers will generally only jump between 6 and 10 times in a competition—after that their performance often deteriorates. Discuss how that might affect the strategy used—choosing starting height, choosing to pass on some attempts, sometimes only jumping once or twice at a height even if they have not been successful.
- Hand out the accompanying comprehension sheet and have the students complete it. Discuss their answers.

Closure

- Have the students construct a high jump results sheet involving at least three students in the class. They should write a paragraph or two explaining what was happening in the competition.

Assessment Suggestions

- Answers to the comprehension sheet should be accurate or, where there are a number of possible answers, reasonable. Paragraphs should relate to the high jump results sheet they have produced.

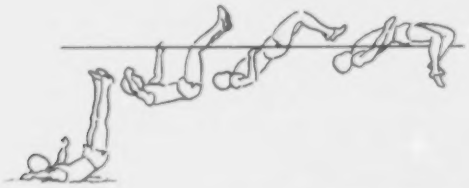
©Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

- Overhead
- Comprehension sheet for each student
- High Jumping Rules (could be on overhead)

Continuing Lesson Suggestions

- **Physical education**—hold a high jump competition and record the results in the format introduced.
- **Mathematics**—have the students estimate how high 2.37m is. Measure this height beside the door. Find other heights to mark on the wall; e.g., world records for high jump for both women and men, height of hurdles for both women and men. In the gym, estimate the height of the world records for pole vault for both women and men.



O'S, X'S AND -'S OVERHEAD

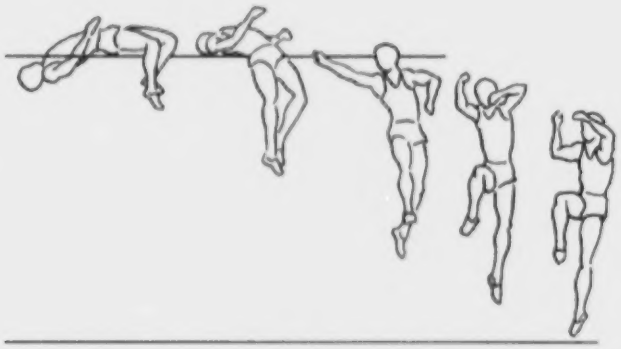
Athlete	2.20	2.25	2.29	2.32	2.35	2.37	2.40
Vyacheslev Voronin	O	–	O	O	O	O	xxx
Mark Boswell	O	–	xxO	–	xxO	xxx	
Martin Buss	O	O	O	O	xxx		
Steve Smith	–	–	–	–	x–	xx	

Legend:

- O Successful attempt
- – Pass (chose not to jump)
- x Unsuccessful attempt

Rules:

- Jumper is eliminated after three successive failures, regardless of height.
- Jumper clearing the highest height is the winner.
- In the event of a tie the competitor with the least number of jumps at the height at which the tie occurs is placed higher.
- If there is still a tie the jumper with the fewest total failures throughout the competition is placed higher.
- If there is still a tie the jumper with the lowest total number of jumps is placed higher.



© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

O'S, X'S AND -'S STUDENT WORKSHEET

Athlete	2.20	2.25	2.29	2.32	2.35	2.37	2.40
Vyacheslev Voronin	O	–	O	O	O	O	xxx
Mark Boswell	O	–	xxO	–	xxO	xxx	
Martin Buss	O	O	O	O	xxx		
Steve Smith	–	–	–	–	x–	xx	

Use the chart above to answer the following questions:

1. What height did the winner successfully jump?

2. Who had the least number of jumps?

3. Who had the greatest number of jumps?

4. Mark Boswell had the greatest number of unsuccessful jumps but he finished second. Explain why he beat Martin Buss.

5. Why do you think Steve Smith chose not to jump until the bar was at 2.35 m?

6. When Steve Smith was unsuccessful at 2.35 m why do you think he chose not to jump at that height for a second time?

7. Looking at the results, do you think Steve Smith would use the same tactics in his next competition? Explain your answer.

© Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship

CURRICULUM LINKS
Language Arts
G01

Health
G02

MEET THE EXPERT

Introduction

- The purpose of this activity is to give the students an opportunity to experience different roles, respond to ideas and practice active listening in a team building atmosphere. Students will improvise and brainstorm the roles necessary for staging an event at the 8th IAAF World Championships in Athletics.

Learning Activities

- Have the class generate a list of expert roles necessary for putting on a World Championships in Athletics (roles could also be related to a unit of study in your class). e.g., news reporter, sprinter, food manager, stadium manager, equipment organizer.
- Have the class write these expert roles on index cards. "You are an expert on making meals for the athletes."
- Divide the class into groups of four to five students. One person will be the expert, another the TV interviewer and the rest of the group are reporters who will ask questions.
- Each expert draws a card, reads what is on it and then shows it to the group, which then has 60 seconds to think of questions before beginning the interview.
- The interviewer begins by introducing the expert to the TV audience and asks the first question. The interviewer also acts as a chairperson to ensure the flow of questions continues from the reporters.
- Reporters can ask questions whenever they want to.
- Prior to beginning, discuss with the students the difference between open and closed questions. Emphasize the need for group members to build on one another's ideas and to help extend the expert's explanations.

Closure

- Debrief the class following an expert interview. Have the groups think of ways for improving group interaction and questioning techniques. Are there other roles they would like to add to an expert interview? How did the audience feel about the interview?

Assessment Suggestions

- Have the students complete the Cooperative Learning Checklist and share their responses in their small groups. Ask the group to generate two ways they could improve their interactions.
- The teacher should share the checklist with the class prior to beginning the activity.

© Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

- index cards
- chart paper, markers

Continuing Lesson Suggestions

- Revisit this activity at a later time. The students will see their improvisation skills improve. This can be played again and again with the students changing roles and groups
- The teacher or the group may choose to graph results over a period of time.

STUDENT ACTIVITY

SAMPLE EXPERT INTERVIEW

Expert Card:

You are an expert on making meals for the athletes from around the world.

1. Interviewer: "Good afternoon Chef Pierre, thank you for joining us to talk about your job as chief chef for the World Championships in Athletics. Tell us how you were chosen for this very important job."

2. Chef Pierre responds: (Have students offer response suggestions)

3. Possible reporter questions
   "Where did you get your training Chef Pierre?"
   "How will you plan the meals for the athletes?"
   "What types of foods do you feel are important to making athletes successful in their events?"
   "You will need to produce large quantities of food, explain how you will do this."

Other interview questions.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

COOPERATIVE LEARNING SCALE

A. We checked to make sure we understand the directions.

1 2 3 4 5
never always

B. We listened, without interrupting.

1 2 3 4 5
never always

C. Our question/comments extended the ideas already presented.

1 2 3 4 5
never always

D. Each member participated and remembered to take turns.

1 2 3 4 5
never always

E. We positively supported one another.

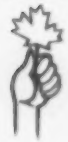
1 2 3 4 5
never always

Signatures _____ Date:
_____
_____
_____

©Alberta Learning, Alberta, Canada

DIVISION
1, 2

THEME
Citizenship



Global Friendship

CURRICULUM LINKS
Language Arts
G01

Social Studies
Grade 4, Topic B

SCRAMBLED SENTENCES

Introduction

- The group is working as a team to complete each player's sentence and to determine the names of the five participating countries that each sentence refers to.

Learning Activities

Scrambled Sentences

- Divide the class into groups of five or six. Each group will receive a set of five envelopes. Each contains a set of cards on which words are printed. The flag of a participating country is displayed at the top of each word card. To prepare the materials, cut up the word cards and place the scrambled words in the envelopes as follows:

Materials

Envelope 1 contains:	Our home ski Elizabeth of
Envelope 2 contains:	The has Land Buckingham Alps Koalas
Envelope 3 contains:	Country The Queen our of and
Envelope 4 contains:	windmills Rising the lives People in of
Envelope 5 contains:	Sun Palace in country the Kangaroos

- Have the groups work on a flat surface. Each student in a group receives an envelope. If there are six in a group, one person will act as an observer. Instruct the students that each person in the group must form a meaningful sentence and guess the name of the country that the sentence refers to. People may exchange cards if they wish, but no member may speak. You may not ask for a card that another player has, you must wait until that player offers it to you. You may offer your own cards to any other player at any time.
- Explain that the first words in the sentences have been capitalized as a clue (although other capitals may be found in each sentence) and that for the word cards to go together they must all have the same flag above each word.
- The unscrambled sentences and countries are:
  Our country has windmills. (Holland)
  The Land of the Rising Sun. (Japan)
  Queen Elizabeth lives in Buckingham Palace. (Britain)
  People ski in the Alps of our country. (Switzerland)
  The home of koalas and kangaroos. (Australia)
- Can the groups make up other meaningful sentences to identify countries that will be participating in the 8th IAAF World Championships in Athletics?

© Alberta Learning, Alberta, Canada

Closure

- Bring the groups together to share their sentences. How did their group manage in working cooperatively as a team? How would they improve next time?

Assessment Suggestions

- Have each group complete a "Thinking About our Group" assessment form (peer assessment). This will help the teacher to understand how each group perceived their success and areas that could be improved upon during a later activity. The teacher can also complete a similar form to assess each group.

Materials, Resources, Equipment

- Word cards, envelopes, peer assessment

WORD CARDS

Teachers will need to create the scrambled envelope collections using these word cards.

Our | country | has | windmills

The | Land | of | the | Rising | Sun

Queen | Elizabeth | lives | in | Buckingham | Palace

People | ski | in | the | alps | of | our | country

The | home | of | koalas | and | kangaroos

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

THINKING ABOUT OUR GROUP

1. Our group did well _____ by _____
   (cooperative skill)
   _____.

2. The words we used to _____ were: _____
   (cooperative skill)
   _____.

3. A cooperative skill we enjoyed practicing today was _____ because
   _____
   _____

4. We could do better on _____ by _____
   (cooperative skill)
   _____

5. Today we really needed someone in our group to _____

6. The cooperative skill we used the least was _____
   because _____
   _____

7. We checked for agreement by _____
   _____

Name _____

Date _____

(Cooperative Skills can include: sharing , listening, encouraging.)

DIVISION
2

THEME
Global Friendship

Well-being

CURRICULUM LINKS
Language Arts
GO2, 2.2, 2.3, 2.4 and
GO4, 4.2, 4.3

FABRICATE A FABLE

Introduction

- Students will write a fable.
- A fable is a story that teaches a moral or lesson. Read a story such as the "Tortoise and the Hare." Discuss with the students the lesson that is learned at the end of the fable.

Learning Activities

- Students should read and share some other fables; e.g., those by Aesop. Have the students discuss, in groups, the lesson or moral of the fable. Brainstorm with the students some ideas for fables they might write that pertain to some of the themes and ideals of sports events, such as teamwork, cooperation, playing by the rules, self-esteem, sportsmanship.
- Provide the students with the following instructions:
  - Write your own fable.
  - Select one or two main characters. Fable characters are almost always animals.
  - Think about the lesson to be learned.
  - Think about a setting for a story.
  - Have the characters meet and talk.
  - One of the characters has a problem or needs to learn a lesson.
  - Make something happen.

  The reader should learn a lesson.

Closure

- Students share their fables.

Assessment Suggestions

- Students will demonstrate understanding of a fable.
- Students' writing will demonstrate appropriate sentence structure, punctuation, spelling and vocabulary.

Materials, Resources, Equipment

- Examples of Fables: Tortoise and the Hare, Wind and the Sun, Lion and the Mouse, Town Mouse and the Country Mouse

Continuing Lesson Suggestions

- Students could make a banner to accompany the fable.
- Instead of a fable, use a tall tale. Have the students write a story about a sport that shows an exaggeration.

©Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Global Friendship

Run, Jump, Throw

CURRICULUM LINKS
Information and Communication Technology

Mathematics
Number Concepts
Measurement
Data Analysis
Number Operations

PASSING THE FLAG

Introduction

- During the 1999 Alberta Winter Games, runners carried a torch to mark the beginning of the games. Volunteers from across the province were selected to carry the torch for short periods of time.
- The organizers of the 2001 World Championships in Athletics have selected a flag to symbolize the games. If the organizers wanted to organize a flag relay similar to the torch relay held for the 1999 Winter Games, they could use information from the torch relay to help them. Our class is going to gather some of this data.
- The data we need to collect will include:
  - What is the distance between the major centers on the route?
  - What is the total distance of the torch run?
  - Approximately how far should each runner be expected to run? How long will this take? See "How Far Can You Run?" on page 121.
  - How many runners were needed to complete the torch run?
  - At approximately what time will each runner get to his/her hand-off point? Discuss why this is important information.
  - At approximately what time will a runner arrive at each of the major centers. This might be important information as media might want to cover the runners as they enter major centers.
  - Question: Why would we use approximate rather than exact times for this data?

Learning Activities

- Have the students research information about the Torch Relay using the Internet.
- Have them mark on a map the route the runner took, noting major centers.
- Have the students identify the distances between the major centers, using a map of Alberta and the scale indicated. These distances should be noted on their maps.
- Find the total distance to be covered by the runners. (Add distances)
- Have the students decide on an approximate length of time each runner should be asked to run. If runners only run for 5–10 minutes, there might be too many hand-offs but many people could participate. What would be a reasonable expectation?
- Have the students determine how far a person could run during this time. e.g., the students could run for a specified time (say 15 minutes) and calculate how far they ran and use the class average for their calculations. Have the students problem solve on how to determine this.
- How many runners will be needed to complete the run? You could use patterning or division to do this.
- Mark the hand-off points on your map. Determine the approximate time each runner will arrive at each hand-off station. Students will have to deal with changes in the day. Determine the approximate time a runner will arrive in a major centre.

Using Patterning
This information will vary depending on how long the students have decided each runner will run.

- If one runner can run approximately 1 km in 5 minutes and each runner was assigned to run 3 km, each leg of the torch run would take about 15 minutes or 0.25 hours.

Runner number	Distance covered (km)	Time Taken (hours)
1	3	0.25
2	6	0.50
3	9	0.75
4	12	1.00

The information on time will help answer your questions as to when runners will arrive at each hand-off point and at major centers.

Using Division
- Take the total distance to be covered and round it off. Divide this by the distance run by each runner. This will give the total number of runners.
- Take the total distance to be covered and round if off. Divide this by the distance run in one hour. (3 x 4 = 12 km). This will give the total number of hours. Use this information to estimate the number of days the run will take. Considerations: Will runners run all night? If not, how many hours a day will runners be able to run?

Closure
- Math Journal: What have you discovered about organizing a torch run? How does your mathematics skill help you?

Assessment Suggestions
- Math journal response
- Correct calculations for distance and the times
- Students sheets
- Predict and explain the pattern sequences
- Explain why we use estimated distances and times

©Alberta Learning, Alberta, Canada

Materials, Resources, Equipment

- Internet access for information gathering
- Road map of Alberta
- Outline map of Alberta

Continuing Lesson Suggestions

- The Calgary Olympic Games had a torch run. Have students research this event and determine whether they focused on using trained athletes or promoted extensive participation by all. How do you know this? How are the times and distances used in this event different/similar to the Winter Games torch run?
- Terry Fox did a run across Canada to raise awareness of cancer and money for cancer research. Plan a cross-Canada event. Determine what cause you would promote, how you would travel (walk, run, rollerblade, bike, skidoo, etc.), and a map of your trip indicating distances traveled, timelines and major stops. Would this be a relay event or would you do this alone?
  You will be asked to present your ideas to the class. The class (who will represent large corporations) will determine which events are worthy of sponsoring. For this reason you must be able to justify all of your answers by providing supporting mathematical calculations and estimations.

©Alberta Learning, Alberta, Canada

Student Sheet 1

PATTERNS

Students were running laps round the soccer field. Identify the patterns in the runs and predict how far each student will run on the next 3 days:

James: 4, 5, 7, 8, 9, 11 ____, ____, ____
Pattern: _____

Stacy: 4, 4, 5, 3, 5, 5, 6, 4 ____, ____, ____
Pattern: _____

David: 1, 2, 3, 2, 3, 4, 3, 4 ____, ____, ____
Pattern: _____

Nick: 6, 5, 4, 7, 6, 5 ____, ____, ____
Pattern: _____

Sabrina: 1, 2, 4, 8, 16 ____, ____, ____
Pattern: _____

Ekbal: 1, 2, 5,14, 41 ____, ____, ____
Pattern: _____

Could all the runners maintain these patterns? Explain.

Is there more than one answer for any of these? Explain.

Belleview School was holding a decathlon competition, where each student took part in 10 events. Scores for the first 6 events are given below. If students maintained the same patterns how many points they would each get for the final 4 events.

Thomas: 20, 30, 40, 50, 60, 70 ____, ____, ____, ____
Dragan: 20, 30, 45, 55, 65, 80 ____, ____, ____, ____
Chloe: 15, 25, 40, 60, 85, 115 ____, ____, ____, ____
Zenon: 45, 35, 40, 30, 35, 25 ____, ____, ____, ____
Chelsea: 5, 10, 12, 24, 26, 52 ____, ____, ____, ____
Steven: 35, 7, 45, 9, 55, 11 ____, ____, ____, ____

Is this a reasonable way to predict performance in the final four events? Justify your answer.

© Alberta Learning, Alberta, Canada

Student Sheet 1

PATTERNS

Room 6 students were running laps round the soccer field. Identify the patterns in the runs and predict how far each student will run on the next 3 days:

James: 4, 5, 7, 8, 9, 11 **12, 13, 15**
Pattern: **+1, +2, +1, +1, +2, +1, +1, +2**

Stacy: 4, 4, 5, 3, 5, 5, 6, 4 **6, 6, 7**
Pattern: **same, +1, -2, +2, same, +1, -2**

David: 1, 2, 3, 2, 3, 4, 3, 4 **5, 4, 5**
Pattern: **+1, +1, -1, +1, +1, -1, +1, +1, -1, +1**

Nick: 6, 5, 4, 7, 6, 5 **8, 7, 6**
Pattern: **-1, -1, +3, -1, -1, +3, -1, -1**

Sabrina: 1, 2, 4, 8, 16 **32, 64, 128**
Pattern: **× 2**

Ekbal: 1, 2, 5,14, 41 **120, 359, 1076**
Pattern: **(×3 - 1) repeated**

Belleview School was holding a decathlon competition, where each student took part in 10 events. Scores for the first 6 events are given below. If students maintained the same patterns how many points they would each get for the final 4 events.

Thomas: 20, 30, 40, 50, 60, 70 **80, 90, 100, 110**

Dragan: 20, 30, 45, 55, 65, 80 **90, 105, 115, 130**

Chloe: 15, 25, 40, 60, 85, 115 **150, 190, 235, 285**

Zenon: 45, 35, 40, 30, 35, 25 **30, 20, 25, 15**

Chelsea: 5, 10, 12, 24, 26, 52 **54, 108, 110, 220**

Steven: 35, 7, 45, 9, 55, 11 **65, 13, 75, 15**

© Alberta Learning, Alberta, Canada

Student Sheet 2

DIVISION BY 2 DIGITS

1. The students at Oakridge School took part in a relay run. They wanted to know how far, on average, each student in each grade had run to make a bar graph displaying the average distances covered by each student per grade for the school newsletter. Estimate first, then calculate, then check with a calculator how far each student ran.

   42 kindergarten students ran 1092 laps.
   Estimate: _____ laps each

   Calculation:

   38 Grade 1 students ran 1406 laps.
   Estimate: _____ laps each

   Calculation:

   31 Grade 2 students ran 1395 laps.
   Estimate: _____ laps each

   Calculation:

   40 Grade 3 students ran 1920 laps.
   Estimate: _____ laps each

   Calculation:

©Alberta Learning, Alberta, Canada

49 Grade 4 students ran 2989 laps.
Estimate: _____ laps each

Calculation:

42 Grade 5 students ran 2688 laps.
Estimate: _____ laps each

Calculation:

46 Grade 6 students ran 3174 laps.
Estimate: _____ laps each

Calculation:

2. Use the information gathered in this activity to create a bar graph for the school newsletter that shows the average number of laps run per student at each grade.

3. What conclusions can you draw from your graph? Explain.
If you had graphed the actual number of laps run by each grade, would your graph have looked the same? Justify your answer.
Which graph conveys the most accurate information? If you were a Grade 4 student, which graph would you prefer and why?

Student Sheet 2

DIVISION BY 2 DIGITS

1. All estimates could vary.

   K Estimate: $1000 \div 40 = 25$
   Calculation $1092 \div 42 = 26$

   1 $1400 \div 40 = 35$
   $1406 \div 38 = 37$

   2 $1400 \div 30 = 40$
   $1295 \div 31 = 45$

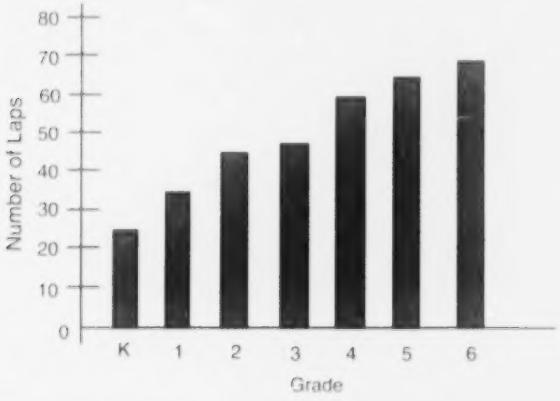
   3 $2000 \div 40 = 50$
   $1920 \div 40 = 48$

   4 $3000 \div 50 = 60$
   $2984 \div 49 = 61$

   5 $2800 \div 40 = 70$ or $3000 \div 40 = 70$
   $2688 \div 42 = 64$

   6 $3000 \div 50 = 60$
   $3174 \div 46 = 69$

2. Average number of laps run by each student.



3. Answers may vary.

©Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Number

HOW FAR CAN YOU RUN?

Introduction

- Before the advent of modern communication and technologies like telephones, email and faxes, people communicated in other ways. Can you think of some of the ways people communicated information 100 years ago? 1000 years ago? One way was by runner—a message would be written and the runner would deliver it. What are the advantages of using modern communication methods like telephone and email? Can you think of any disadvantages to telephones and email (e.g., sometimes people send too many messages and the important information gets buried) and advantages to communication methods from the past (e.g., people probably stayed fitter; only really important information was sent; people probably thought a lot about the messages they sent)?
- Imagine the 8th IAAF World Championships were being held in 1001 A.D. rather than 2001 A.D and it was your class' responsibility to inform Albertans from Jasper to Lloydminster about the beginning of the games. One way to get the message across the province would be to deliver it by runner. Rather than a relay, imagine that each of you in the class is responsible for running a portion of the trip. At the end of each physical education class, each classmate records the number of times he/she ran around the perimeter of the school field. The class total will be kept and a celebration will be held upon reaching the class goal. Here are some points to ponder before beginning:
  - How far will the class have to run; e.g., what is the distance from Jasper to Lloydminster?—approximately 600 km.
  - How many times around the perimeter of the school field is 600 km?
  - How many times around the perimeter of the school field will each of you need to run?
  - Can you improve your running time each day that you run? Can you run more times around the perimeter in the same amount of time each time you try?

Learning Activities

- Have the students write down their estimate of the distance around a soccer field (estimates will vary—list and discuss). What units will we use to measure? (metres)
- Discuss the fact that the distance around something is the perimeter. How can we measure the perimeter of a soccer field? (tape measures, trundle wheels etc.)
- Students measure the distance around the soccer field. Teachers could introduce or reinforce the formula for the perimeter of a rectangle—the students would then only have to measure the length and width of the field – $P=2(l+w)$
- How many laps of the field do you think you would be able to run in five minutes? In 10 minutes? Write down your predictions.
- Have the students run laps for 10 minutes. Stress that they should not run too fast at first or they will quickly tire.

© Alberta Learning, Alberta, Canada

- How many laps were run? How did it compare to their predictions?
- In the classroom, have the students record the number of laps that were run.
- How can we estimate the distance each person has run? Review rounding, probably to the nearest 100, possibly to the nearest 10; e.g., if one lap is 260m it might be rounded to 300. The approximate distance run by each individual would be the approximate distance of each lap multiplied by the number of laps; e.g., 300 x 5.
- How can we find out the distance run by each person? Multiply the number of laps by the distance of each lap.
- Students individually calculate the distance they have run. Check with their estimate. Is their answer reasonable and consistent with their estimate?
- Use a calculator to check your answer.
- If we want to know how far the class has run in total, what operation or operations (add, subtract, multiply, divide) would we use? (Addition)
- In small groups the students see how far the group members have run in total. Estimate first, then add and check the sum with a calculator.
- "Reporter" for each group reports the distance their group has run. The teacher lists the numbers on chart paper (figures to be used for a number of activities later).
- Now individuals round each of the distances run by each group and estimate the total distance run by the class. (Estimates may vary as different students may have rounded to different place values.)
- Discuss any differences—why did you round to that place value?)
- Now the students add the total distance run by the class in 10 minutes. Is the answer reasonable when compared to the estimate? Check the answer with a calculator.

Closure

- What have we found by the end of this lesson? (Total distance run by all the members of the class in 10 minutes.)
- What skills have we used to do this? (Estimation of various kinds, rounding, measurement, addition, checking, using technology [calculators], multiplication, formula for perimeter of a rectangle, co-operative skills etc.)
- Write a sentence telling something new you have learned or something you have been reminded of today.

Assessment Suggestions

- Peer assessment when working in groups, self assessment when checking answers, teacher assessment when students add the total estimated and actual distances run by the entire class.

© Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Number

STANDING LONG JUMP

Introduction

- We are going to spend some time on standing long jump today. Does anyone know what that is? Discuss the class' responses.
- In a horizontal jumps competition (long and triple jump), competitors usually get three attempts to see how far they can jump. In bigger competitions some of the jumpers will get an extra three attempts. The distance is marked from the front of the take-off board to the back mark that the jumper leaves in the sand. If jumpers fall back after landing and put their hands down, the jump is measured to where their hands made a mark, not where their feet landed. Only the best jump is counted, unless there is a tie.

Learning Activities

- Outside—have the students work in groups of four to jump and measure (one jumps, the second holds the tape at the take-off point and the third measures .o where the jumper's back mark is, the fourth records the efforts. Students can jump across the pit rather than length-wise so that more teams can be working at once.
- Students record three attempts each and then, using their knowledge of place value, select the best jump for each person.
- These jumps will be used in the following activities in the classroom. "Jumping distances" are provided in case the students do not actually do the jumping.
- The figures can be used to add and subtract whole numbers, if measurements are in centimeters; or decimals, if measurements are in metres.
- If using the statistics generated by the class, divide the class into three groups so that each group will include about 10 people.
- On chart paper list the jumps for each individual (three separate groups). Discuss how they decided what the best jump was (knowledge of place value).
- Generate similar activities to these if using the class' own figures.

Name	1st attempt	2nd attempt	3rd attempt	Best
David	1.63m	2.12m	2.06m	2.12m
Henry	0.99m	1.54m	1.44m	1.54m
Alison	2.17m	2.08m	1.99m	2.17m
Kwaku	1.67m	1.87m	0.87m	1.87m
Chi	1.8m	1.81m	1.75m	1.81m
Peter	0.78m	1.98m	2.08m	2.08m
Donnie	1.3m	1.45m	0.96m	1.45m
Ahmed	2.22m	2.14m	1.65m	2.22m
Sukhera	1.32m	1.42m	1.28m	1.42m
Paul	1.36m	0.87m	1.83m	1.83m

©Alberta Learning, Alberta, Canada

1. Rank the jumpers from first to tenth.
2. How far did David jump all together?
3. How far did Ahmed jump all together?
4. How much farther was Paul's best jump than Henry's?
5. How much farther was the longest jump than the shortest?
6. How much farther would Chi have had to jump to move up to fifth place?
7. How much less could Ahmed have jumped and still won the gold medal?
8. Round each person's best jump to the nearest tenth of a metre. Who would get the gold medal now? Explain. Why do you think it is important to measure jumps to the centimetre or hundredth of a metre rather than the decimetre or tenth of a metre?
9. & 10. Write and solve two problems involving addition or subtraction from the figures given in the table.

Closure

- Write a few sentences explaining why it is important to line up the decimal points when doing addition or subtraction, or why it is important to line up the place value columns accurately.

Assessment Suggestions

- Answers to the questions above.

©Alberta Learning, Alberta, Canada

TEACHER ANSWER KEY

Answer key if using statistics given.

1. Ahmed 2.22 m
   Alison 2.17 m
   David 2.12 m
   Peter 2.08 m
   Kwaku 1.87 m
   Paul 1.83 m
   Chi 1.81 m
   Henry 1.54 m
   Donnie 1.45 m
   Sukhera 1.42 m

2. 5.81 m (1.63 + 2.12 + 2.06)

3. 6.01 m (2.22 + 2.14 + 1.65)

4. 0.29 m (1.83 - 1.54)

5. 1.44 m (2.22 - 0.78)

6. 0.06 m (Her best effort would then tie with Kwaku and her second effort was better so she would beat him.)

7. 0.05 m

8. Alison. Her best jump would be 2.2 m. So would Ahmed's. Both their second best jumps would be 2.1 m. Alison's third would be 200 m, Ahmed's would be 1.7 m. Important so that there are fewer ties—need precise measurements.

DIVISION
2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Statistics and Probability

GRAPHING RESULTS

Introduction

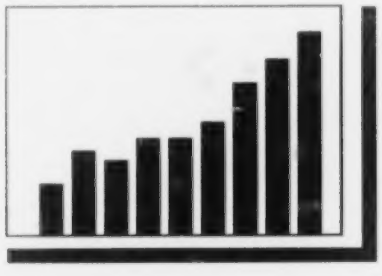
- We are going to use statistics from a track and field activity to learn about/review some aspects of collecting, displaying and analyzing data. If the activity "Standing Long Jump" has been done, statistics from your class' performances can be used. If you wish, you may use the statistics suggested in that activity and reproduced here.
  Terms "mean, median and mode" are officially introduced at Grade 7.

Learning Activities

- If possible, have the students perform, measure and record three standing long jumps. If not, the chart below may be used.

Name	1st attempt	2nd attempt	3rd attempt	Best
David	1.63m	2.12m	2.06m	2.12m
Henry	0.99m	1.54m	1.44m	1.54m
Alison	2.17m	2.08m	1.99m	2.17m
Kwaku	1.67m	1.87m	0.87m	1.87m
Chi	1.8m	1.81m	1.75m	1.81m
Peter	0.78m	1.98m	2.08m	2.08m
Donnie	1.3m	1.45m	0.96m	1.45m
Ahmed	2.22m	2.14m	1.65m	2.22m
Sukhera	1.32m	1.42m	1.28m	1.42m
Paul	1.36m	0.87m	1.83m	1.83m

- We are going to take some information from this chart and display it in various ways. Just using these figures we are going to see how we can use different formats to display information so that we can more easily understand it.
- Let's start by looking at performances by individuals. If I want to compare the best performance by one individual with that of all the other people, how might I do it best? (Possibly a bar graph)
- Let's create a bar graph and see how we can use it.
- The teacher reviews drawing, labelling axes, giving graph a title.
- Show the beginning of the bar graph on overhead.
- Students complete the bar graph.



©Alberta Learning, Alberta, Canada

- Why is a bar graph a good way to show this information? (easily shows comparisons of data; e.g., who jumped the farthest).
- Ask the following questions and have the students write answers:
  - Who jumped the farthest?
  - Who jumped the least?
  - How much further did Kwaku jump than Donnie?
  - Who jumped the second shortest?
  - Students could generate some questions to be answered from the graph.
- Now let's look at one individual and see how we can display some information about him. Let's look at David.
  - How many jumps did David have? (3)
  - What was his best jump? (2.12m)
  - What was his poorest jump? (1.63m)
  - David took three more jumps. He jumped 2.19m, 2.32m and 2.08m. He wanted to know if he was improving. To see this he might use another kind of graph. Which kind of graph might show us data that changes over time? Discuss the answers—a line graph does this job.
  - Again, model the beginning of a line graph using David's six jumps.
- Generate questions based on this graph; e.g., Did David generally improve as he continued to jump?
- Sometimes we want to get an idea of which numbers occur most often. One way of doing this is to use a line plot.
- If we want to look at all 30 jumps from our chart we might use this method.
- Put the chart on the overhead or give each student a chart.
- Have the students round each jump to the nearest tenth of a metre using back-end rounding.

Name	1st attempt	2nd attempt	3rd attempt	Best
David	1.6m	2.1m	2.1m	2.1m
Henry	1.0m	1.5m	1.4m	1.5m
Alison	2.2m	2.1m	2.0m	2.2m
Kwaku	1.7m	1.9m	0.9m	1.9m
Chi	1.8m	1.8m	1.8m	1.8m
Peter	0.8m	2.0m	2.1m	2.1m
Donnie	1.3m	1.5m	1.0m	1.5m
Ahmed	2.2m	2.1m	1.7m	2.2m
Sukhera	1.3m	1.4m	1.3m	1.4m
Paul	1.4m	0.9m	1.8m	1.8m

- Now begin to create a line plot to show this information

0.8 0.9 1.0 1.1 1.2 1.3 1.4 1.5 1.6 1.7 1.8 1.9 2.0 2.1 2.2

- Discuss the terms: "cluster" (a section of the plot where there is at least one data mark at each point on the number line e.g. 0.8–1.0) and "hole" (a section of the plot where no data marks are present; e.g., 1.1 and 1.2).
- Discuss finding the "mean" or the average jump. How do we do it? (Add the distances jumped and divide by number of jumps.) Can this graph help? (Yes, by using the multiplication to cut down on the number of additions; e.g., 4 x 1.8 rather than 1.8 + 1.8 + 1.8 + 1.8)
- Have students calculate the mean of all the jumps. (1.6m)
- Discuss the value in the middle or the median. How many jumps were there? (30) Which distance jumped would be in the middle? (the 15th and 16th) What was this distance? (1.7m)
- Discuss the distance that occurred most often (mode.) What distance occurred most often? (2.1m)

Closure

- Discuss other forms of representing data; e.g., circle or pie graphs, stem and leaf plots.
- Students choose one set of information from the charts in this lesson or that they have generated and say how they would display that information and why they chose that method.

Assessment Suggestions

- Graphs produced.
- Answers to questions in the lesson.

Continuing Lesson Suggestions

- Many other activities could be carried out and information recorded and displayed in similar ways. For example, members of the class could run the 50m dash a number of times, record the data and graph and display it.
- Other possibilities:
  - running long jump
  - ball throw for distance
  - hurdle races
  - 800m runs
  - high jump
  - triple jump
  - throws using the "discus" type turn
  - throws using a "putting" action; e.g., shot put type throws.

© Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Run, Jump, Throw

CURRICULUM LINKS
Science
Use of dichotomous key

CLASSIFICATION ACTION

Introduction

- This activity shows different ways in which information can be organized using dichotomous keys and tests the students' abilities to extract information from keys and tables.
- Note that the shot can be a rotational throw but is not classified as rotational for this lesson.

Learning Activities

- Have the students brainstorm to list as many events from the 8th IAAF World Championships in Athletics as they can think of.
- Ask for suggestions about how these events can be classified. If the students have been involved in athletics (track & field) they may suggest classifying the events into running, jumping and throwing. They might start with the headings "track" and "field." Discuss other suggestions.
- Give each individual the chart of events and winning performances from the 1999 World Championships in Athletics in Barcelona.
- Begin to make a dichotomous key on the board or overhead. Initial headings should be "Single Events" and "Multiple Events," since decathlon and heptathlon involve a number of activities it is difficult to classify them so they really form a group of their own. Second classification under "Single Events" would be, "Running" and "Not Running"—point out that many of the other events involve running but running is not the ultimate goal of an event like the long jump, for example.
- Continue to model the development of the dichotomous key. Next headings under "Running" could be "Sprints and "Distance."
- Now put the students into groups. Hand out the sheet, "Classification Vocabulary."
- Students cut out these labels and arrange them on a sheet of 11x17" paper. They should not glue them down yet.
- The object is to use each word given to them. The group discusses classification and when they agree they glue them down.
- To simplify the activity they may want to place the "classification words" such as "Team, Walking" in a separate pile from the individual events; e.g., 100.

©Alberta Learning, Alberta, Canada

Closure

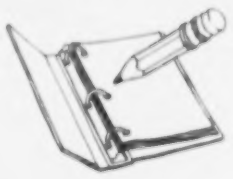
- Discuss how the key works. Is the suggested way of classifying these events the only way? Discuss the students' ideas.
- Ask "What am I?" questions incorporating both the key and the chart, "Winning Performances From Barcelona," such as, "I am a horizontal jump that was won with a distance of between 10 and 15 metres. What am I?" (Women's triple jump)

Assessment Suggestions

- Informal assessment when watching the students construct the dichotomous key.
- Student sheet, "Classification Action Student Sheet."

Materials, Resources, Equipment

- "Winning Performances from Barcelona" sheet
- "Classification Vocabulary" sheets
- "Classification Action" student sheet



©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

CLASSIFICATION VOCABULARY

RACING	NON-RACING	SPRINTS
FLAT	HURDLES	INDIVIDUAL
100	200	400
4 x 100	4 x 400	TEAMS
100	110	400
DISTANCE	MIDDLE	LONG
800	1500	3000 STEEPLE CHASE
5000	10 000	WALKING
SINGLE EVENTS	20 km	50 km
JUMP	THROW	HORIZONTAL
VERTICAL	LONG JUMP	TRIPLE JUMP
HIGH JUMP	POLE VAULT	TURNING
NON-TURNING	SHOT PUT	JAVELIN
DISCUS	HAMMER	HEPTATHLON
BARRIERS	OFF TRACK	TRACK
DECATHLON	RUNNING	MULTIPLE EVENTS

STUDENT ACTIVITY

CLASSIFICATION ACTION Student Sheet

Using the dichotomous key identify the following events. In some cases you may need more information—write, "Need more info."

Examples:

I am a team event that took more than a minute but less than 3 minutes to run.
What am I? Men's 4 x 400 relay.
I am a horizontal jump and at the Barcelona Games the winner jumped between 8 and 15 metres. What Am I? Need more info—could be men's long jump or women's triple jump.

What am I?

1. I am a hurdles event that is only competed in by women.

2. I am a non-turning throwing event that was won with a throw of over 80m.

3. I am a racing event that is only competed in by men.

4. I am a track race where the difference between the men's and women's winning time is less than 1 second.

5. I am a middle distance event but I am not the 1500m.

6. I am an individual sprint with a winning time of between 45 and 50 seconds.

7. I am the rotational throw where the men's and women's results were the closest.

8. I am a throwing event that was won with a throw of between 60 and 80 metres.

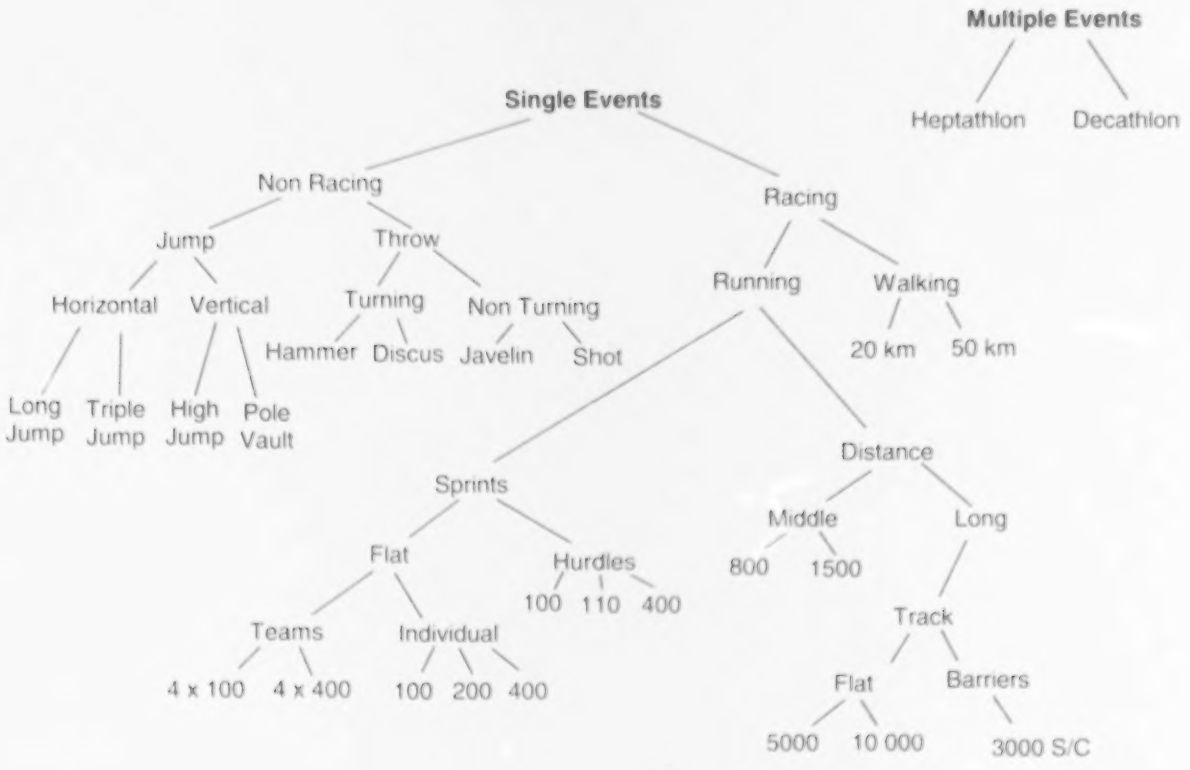
9 & 10. Create two of your own, "What am I?" questions based on the key and the chart.

© Alberta Learning, Alberta, Canada

WINNING PERFORMANCES FROM BARCELONA

Event	Women	Winning Perf.	Men	Winning Perf.
100	Yes	10.70s	Yes	9.80s
200	Yes	21.77	Yes	19.90
400	Yes	49.67	Yes	43.18
800	Yes	1:56.68	Yes	1:43.30
1500	Yes	3:59.53	Yes	3:27.65
5000	Yes	14:41.82	Yes	12:58.13
10 000	Yes	30:24.56	Yes	27:57.27
Marathon	Yes	2:26:59	Yes	2:13:36
100 Hurdles	Yes	12.37	No	
110 Hurdles	No		Yes	13.04
400 Hurdles	Yes	52.89	Yes	47.72
3000 S/C	No		Yes	8:11.76
20 km walk	Yes	1:30.50	Yes	1:23:34
50 km walk	No		Yes	3:44:23
4 x 100	Yes	41.92	Yes	37.59
4 x 400	Yes	3:21.98	Yes	2:56.45
Shot Put	Yes	19.85	Yes	21.79
Discus	Yes	68.14	Yes	69.08
Javelin	Yes	67.09	Yes	81.52
Hammer	Yes	75.20	Yes	80.24
High Jump	Yes	1.99	Yes	2.37
Long Jump	Yes	7.06	Yes	8.56
Triple Jump	Yes	14.88	Yes	17.59
Pole Vault	Yes	4.60	Yes	6.02
Heptathlon	Yes	6861	No	
Decathlon	No		Yes	8744

CLASSIFICATION KEY



1. 100 m hurdles
2. Men's javelin
3. Need for information—could be 50 km racewalk or 3000 m S/C.
4. 100 m
5. 500 m
6. Need more information—could be women's 400 or men's 400 hurdles
7. Discus
8. Need more information—could be discus (men or women) or women's javelin or hammer.

©Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Global Friendship

CURRICULUM LINKS
Science
Weather Watch

DESTINATION UNKNOWN

Introduction

- This activity should be done during the winter months.
- Students will be "transported" to various places around the world to make a presentation about their home and the major event that is to take place there in the summer. They will be finding out about the climate in various places and predicting how the people who live there will have adapted to their environment to meet the basic need of clothing. They will also be making decisions about where they would choose to go to train if they left Alberta in the winter.

Learning Activities

- Work in small groups. Each group member rolls a die in turn. The number rolled determines their first destination. If the students roll the same number as another group member they roll again. Use the table provided to match the number rolled with the destination.
- Students use the atlas to find their destinations. They mark their destinations on the group map. Use a different colour for each student.
- Students examine the climate statistics for their destinations. A table of climate data has been provided. They then draw a labeled diagram showing the kinds of clothing they think the inhabitants will be wearing at this time of the year. The entire class, or groups, could spend time brainstorming what they think they should consider when designing the clothing; e.g., insulation, waterproofing, amount of air flow through material, weight of material.
- Students will then share their diagrams with the other group members explaining why they thought the clothing they designed would be suitable for their particular destination. If there are fewer than six members in a group the faster workers could choose a second destination to design clothes for. Diagrams could be displayed around a map of the world and other class members could try to match diagrams with places on the map.

Closure

- Students choose a sporting activity and select a destination from those described to travel to for winter training. They write a paragraph explaining why they think the destination they chose would be suitable for their activity.

Assessment Suggestions

- Assessment of the suitability of the clothing designed could be done by other group members and by the teacher. Diagrams should be clearly labeled. Paragraphs should include the specific activities and reasons they chose their destinations related to climate.

Materials, Resources, Equipment

- Dice
- Climate charts for each student
- Blank paper for clothing diagram
- Large world map
- One copy of a world map per group, atlases.

Continuing Lesson Suggestions

- Temperature and precipitation figures could be used for various graphing activities. The activity could be done/repeated at various times of the year when the climate would vary in different places.
- Climate statistics for hundreds of places round the world are available at <http//www.onlineweather.com/>.

Roll of die	Destination
1	San Diego
2	Darwin
3	Paris
4	Zurich
5	Beijing
6	Rio de Janeiro

Climate Statistics

		Jan	Feb	Mar	Apr	May	June	July	Aug	Sept	Oct	Nov	Dec
San Diego	Max °C	17	17	18	19	19	21	23	23	23	22	21	18
	Min °C	8	9	10	12	13	15	17	18	17	14	11	9
	Ppt. mm	48	53	38	18	8	3	3	3	3	10	23	51
Darwin	Max °C	32	32	33	34	33	31	31	32	33	34	34	34
	Min °C	25	25	25	24	23	21	20	21	23	25	26	24
	Ppt. mm	393	330	258	103	14	3	1	2	13	52	124	242
Paris	Max °C	10	12	15	18	22	26	29	28	25	20	14	11
	Min °C	2	2	5	8	11	14	17	17	15	10	5	3
	Ppt. mm	55	45	51	49	62	52	58	44	51	53	55	54
Zurich	Max °C	2	5	11	13	19	23	25	24	20	4	7	3
	Min °C	-3	-2	1	-4	8	12	14	14	11	6	2	-2
	Ppt. mm	74	69	64	76	101	129	136	124	102	77	73	64
Beijing	Max °C	11	16	23	31	37	30	40	38	32	29	23	14
	Min °C	-23	-18	-13	-3	4	11	16	12	5	-1	-12	-18
	Ppt. mm	3	8	9	22	26	70	198	244	64	21	8	2
Rio	Max °C	29	29	28	27	25	24	24	24	24	25	26	28
	Min °C	23	23	22	21	19	18	17	18	18	19	20	22
	Ppt. mm	125	122	130	107	79	53	41	43	66	79	104	137

DIVISION
2

THEME
Global Friendship

TEMPERATURE TIES

Introduction

- Using a world atlas, have the students find a map that indicates temperatures for a large area. What is the general trend in temperature as you move away from the equator? Elicit a statement such as, "As we move away from the equator the temperatures are generally lower."
- We're going to imagine that a friend in another part of the world, who lives the same distance from the equator as you, is preparing to come to Alberta for a major competition. We want to know if their climate is similar to ours and how that might affect their preparation. We're going to examine climate and weather statistics to see if places that are on the same line of latitude have the same temperatures and if not, what might be some other factors that influence temperatures.

CURRICULUM LINKS
Science
Weather Watch

Social Studies
5C Links, 6C China

Learning Activities

- Have the students find the line of latitude for your community. If they can't find their community they might use Edmonton, (53 degrees N), Calgary, (51 degrees N), or Red Deer (52 degrees N), the southern border with the U.S.A. (49 degrees N).
- Have them find a community in another part of the world that is on the same line of latitude. Manchester, England is 53 degrees N, London is 51 degrees N., Birmingham is 52 degrees N., Paris is 48 degrees N.
- For the remainder of this activity we will be looking at Edmonton statistics but the activity could be adapted to anywhere in Alberta.
- Have the students make a prediction about the temperatures in Manchester, England and Edmonton, Canada, keeping in mind they are the same distance from the equator.
- If they don't have access to the Internet, temperatures for Manchester, London and Paris are found in the major daily newspapers.
- Make a chart to show the high, low and range of temperatures in both cities. Record. The students will make statements about temperatures being compared—high, low, mean, temperature range. Do the figures support their prediction about temperatures of places the same distance from the equator? (This will depend on the time of the year with winter temperatures generally being very different.) In general the range between high and low will be greater in Edmonton than in Manchester.
- Talk about the difference between weather and climate. Explain that to find out if our prediction about temperatures is true we will have to check statistics collected over a long period of time. If we check and record temperatures every week through the year we will have a good idea of whether the prediction was accurate.
- Look at the world map again and discuss what else might affect the climates apart from the distance from the equator; e.g., proximity to water, ocean currents (warm currents off the coast of England), prevailing wind direction, altitude above sea level.

©Alberta Learning, Alberta, Canada

Closure

- Predict what the temperatures will be in the two places tomorrow and next week. Write a paragraph to a friend telling him/her, based on the information you have gathered, whether you think he/she would find it easier, more difficult or about the same to train for his/her event in England or France than he would in Alberta. Give reasons for your conclusion. Your conclusion must be related to weather or climate conditions.

Assessment Suggestions

- Predictions of tomorrow's/next week's temperatures would probably not vary much from today's. They should probably reflect a wider daily temperature range in Alberta than in England/France.
- The written paragraph should name the specific activity and give specific reasons for their conclusions.

Materials, Resources, Equipment

- World atlas
- Access to Internet or world temperatures from major newspapers
- Paper for charts.

DIVISION
2

THEME
Global Friendship

Citizenship

CURRICULUM LINKS
Art
Level 3 (Grades 5 & 6)
Expression

FLAG ART

Introduction

- Students will create a flag out of fabric for their country of choice.
- Conduct a discussion about a global event such as the 8th IAAF World Championships in Athletics or any other world sports or cultural event. Discuss what countries might participate in such an event. Allow the students the opportunity to explore Internet sites or resources related to such an event.
- Create a list of participating countries.
- Ask the students how they might find out what these country's flags look like.
- Brainstorm further ideas.

Learning Activities

- Have the students find a picture of their country's flag to use as a model, using the suggested sources brainstormed in the introduction.
- Discuss the lines, shapes, colours in flags.
- Using manila tags, the students sketch the flag, label the colours, then cut out the pieces. This becomes the stencil.
- Students select the fabric, felt or construction paper colours that closely resemble the colours of their selected flag.
- Using the precut stencil, the students trace the parts of the flag onto the selected coloured material. When all the tracing is complete, the students carefully cut out the parts of the flag.
- Demonstrate for the students how to sew or glue the parts of the flag together with needle and thread. Depending on available materials, the students can glue the materials to a stronger/thicker paper or cardboard.

Closure

- Display the student work with other related works from an athletic or global sports event.

Assessment Suggestions

- Create a checklist based on these criteria:
  - following directions
  - flag is an accurate representation
  - colour
  - proportion of shapes
  - neatness/creativity

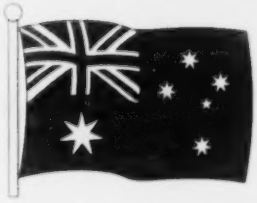
©Alberta Learning, Alberta, Canada

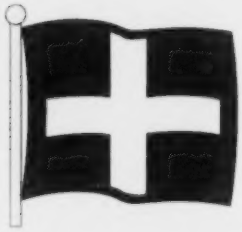
Materials, Resources, Equipment

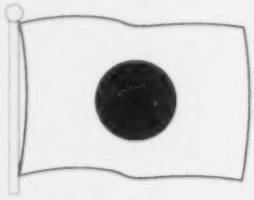
- scrap material (fabric) assorted colours
- felt material, assorted colours
- sewing needles
- assorted thread
- assorted yarn
- fabric paints/pens (optional)
- resource pictures of country flags
- atlas

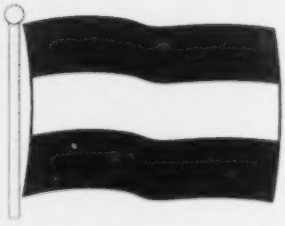
Continuing Lesson Suggestions

- These flags could accompany research projects and presentations on various countries participating in a world event.



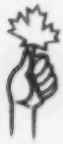






DIVISION
2

THEME
Citizenship



CURRICULUM LINKS
Health
GO2.1 – Relationships

CHEATERS NEVER WIN

Introduction

- Arrange the students into small groups. Write the following statement on the board without comment: "It's okay to cheat as long as you don't get caught."
- Allow five minutes for discussion of this statement.

Learning Activities

- Ask the students to think about a variety of situations where cheating might occur; e.g., playground games, card games, tests in school.
- Focus the students' attention on cheating in sports. Ask them some of the ways that athletes might cheat in their various events; e.g., steroid use, illegal equipment.
- Give the students a copy of the chart, "Effects of Cheating in Athletics." Have them work in pairs or small groups to fill in the chart. Discuss their answers.
- Organize the students into two teams and conduct a debate on the issue.

Closure

- In their journals/learning logs, the students can complete the following sentence: "It is important to be honest and trustworthy in sports and not to cheat because ..."

Assessment Suggestions

- anecdotal observation of small and large group discussions
- students' activity sheets
- journals/learning log entries

Materials, Resources, Equipment

- "Effects of Cheating in Athletics" activity sheet
- journals/learning logs

Continuing Lesson Suggestions

Language Arts

- Students work individually or in pairs to write a pledge or oath stating their commitment to fair play.
- Students recite their oaths to the class so that all the students make the commitment to each other.

Art

- Ask the students to decorate signed final copies of their oaths.
- Put the oaths on display in various locations in the classroom or school.

©Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

EFFECTS OF CHEATING IN ATHLETICS

On the athlete	
On other competitors in the event	
On team mates	
On the coach	
On the sport in general	
On other people (parents, peers, officials, country.)	

DIVISION
2

THEME
Well-being

Run, Jump, Throw

CURRICULUM LINKS
Mathematics
Number
Patterns & Relations
Statistics & Probability

Physical Education
GO "A", "B"

MATH MEET!

Introduction

- Students will practice recording and interpreting data compiled from their own personal results while actively participating in run, jump and throw activities.

Learning Activities

- Divide the students into five teams and assign each team a number.
- The first station will correspond with the team number.
- Rotate teams every ten minutes on the teacher's signal.
- If this activity is continued the next day, the students begin at the station at which they left off.
- Hand out a package to each team leader, including Data Recording sheets and pencils.
- The leader is responsible for collecting the team records at the end of each day. Provide one envelope per team to carry materials.
- Students will record their individual results and hand in their materials to the leader at end of the day.

Closure

- Each student will interpret their data based on a series of math questions related to problem solving and measurement. Use the Math Meet Results page.
- Samples of questions are included for teacher use.

Assessment Suggestions

- Collect Data Recording sheets for completion and record keeping.
- Check written responses to math questions to determine student's need for individual assistance or further program planning.

Materials, Resources, Equipment

- Data Recording pages, one booklet per student.
- Math Meet Results page, one per student.
- Equipment: pylons, stop watch, soccer ball, measuring tape, chair, sand pit area or section of playground

Continuing Lesson Suggestions

- Add or delete events based on the size of the class.
- Teachers can incorporate a theme of 8th IAAF World Championships in Athletics by assigning each team a country.
- Add an element of competition by recognizing those who were able to exceed their personal bests with a prize or ribbon.

© Alberta Learning, Alberta, Canada

STUDENT ACTIVITY

Data Recording:

Name: _____

1) **Event: 30m sprint:** Record the time in seconds. *Equip*: pylons, stop watch
Estimation: _____
Goal: _____
Results: _____
_____
Personal Best: _____

2) **Event: Long Distance Run:** Record the time in minutes and seconds for jogging six laps around a soccer field. *Equip*: Stop watch, pylons
Estimation: _____
Goal: _____
Results: _____
_____
Personal Best: _____

3) **Event: Ball Throw:** Record in centimetres and metres the distance of an overhand throw from a sitting position. *Equip*: Soccer ball, measuring tape, chair
Estimation: _____
Goal: _____
Results: _____
_____
Personal Best: _____

4) **Event: Running Long Jump:** Record in centimetres and metres the distance jumped. *Equip*: Measuring tape, sand pit or section of playground
Estimation: _____
Goal: _____
Results: _____
_____
Personal Best: _____

5) **Event: Standing Long Jump**: Record in centimetres and metres the distance jumped into the pit from a standing position. *Equip*. Sand pit area and measuring tape.
Estimation: _____
Goal: _____
Results: _____
Personal Best: _____

STUDENT ACTIVITY

MATH MEET RESULTS

Name: _____

1. For each event circle your highest and lowest score.

2. List the title of each event and calculate to find the difference between your highest and lowest scores.

Event	Highest	Lowest
30m sprint		
Long Distance Run		
Ball Throw		
Running Long Jump		
Standing Long Jump		

3. In which activity did you experience the:

   Greatest improvement? _____

   Least improvement? _____

4. For each activity, list the event and indicate the difference between your estimated score and your personal best.

Event	Estimate	Personal Best	Difference
30m sprint			
Long Distance Run			
Ball Throw			
Running Long Jump			
Standing Long Jump			

5. Take the personal best scores from the activities in which you measured distance. Record each measurement another way. (e.g., Long Jump = 123cm or 1.23 m)

   _____

   _____

   _____

   _____

© Alberta Learning, Alberta, Canada

DIVISION
2

THEME
Citizenship

Global Friendship

Well-being

Run, Jump, Throw

CURRICULUM LINKS
Physical Education
GO "A", "B", "C", "D"

WORLD CHAMPIONSHIP DAY

Introduction

- The students will participate in a series of events to simulate an athletic event involving various countries from around the world.
- Encourages friendly competition through active participation and group activity.

Warm-up

- Preparation Prior to the Event:
  - Divide the students into teams with representatives from each grade level.
  - Assign each team a country and a team number.
  - Assign team captains and assistants to provide leadership throughout the activity day.
  - A week prior to the event, the teams will gather to prepare a cheer and team flag.

Activities—Day of Event

- Classroom teachers go over the stations and procedure for the day.
- Distribute passports with a listing of all the events (optional) for the students to mark completed events in.
- Assemble in the gym and gather with team leaders and flags.
- Open the games day by singing "O Canada" together as a whole group.
- Invite the principal to give welcome to open the ceremonies.
- Have a torch-lighting ceremony with a flashlight or garden torch.
- Each team lines up and follows one another for a walk or parade of nations around the schoolyard or block with Canada at the end of the line.
- Upon return, each team will report to the first station that corresponds with their team number.
- Rotation will occur every 10 to 15 minutes in order of number; e.g., two moves to three, 12 moves back to one and so on.
- Each team performs its cheer at every station.
- At end of day, everyone gathers for closing ceremonies.
- All the teams gather the equipment from their last stations and return it to a central location.
- Once everyone has settled and returned with their team, they each perform their team cheer for the entire group.
- All may share in an ice cream treat or reward.
- Declare the ceremony closed.

Learning Activities

- **Athlete's Village**—Rest stop for drink and face painting.
  Team members will take turns drawing the flag or symbol of their country on each other.
  Equipment: cups, large drink container, drink crystals, water, face paint
- **Discus**—Use frisbees or paper plates. Set up a series of hoops for the students to try to land their discus into. Have several targets that team members move from one to the next (golf style).
  Equipment: frisbees or paper plates, several hoops
- **Javelin**—Use drinking straws for javelins. The object is to see how far you can toss your straw like a javelin. Set up a pylon to mark the start and one for the finish, several metres away. Players throw toward the finish and count up how many throws it took to get there. Set a new goal and upon your return, try to beat your record.
  Equipment: several dozen straws, pylons
- **Hammer Throw**—Divide the play area into sections marked with pylons labeled gold, silver and bronze. The farthest area should be the gold. Place a rubber ball inside a nylon stocking to represent the hammer. Participants take turns swinging the nylon and tossing it as far as possible into the zones.
  Equipment: pylons, nylons, balls
- **Torch Relay**—The team is divided up into four groups. Each group positions themselves on the four corners of a large rectangular area marked with pylons. One group member from each corner will start with a baton. On the signal "On your mark...go!" each baton carrier will run counter clockwise to the next corner and pass the baton to an awaiting participant. A supervisor will blow a whistle several times during the event. If the runner is carrying a baton while the whistle is blown, the runner must turn around and run backward to make the next pass. Once the pass is made, forward movement is resumed.
  Equipment: pylons, whistle, four pylons
- **Shot Put** (overhand ball throw)—Place four chairs side by side with two measuring tapes extending outward from the bases of the chairs. Participants take turns sitting in the chair and throwing a soccer ball, two hand, overhead style, forward. Check the distance to the first bounce. Set individual goals and try to beat your record.
  Equipment: four chairs, measuring tapes, four soccer balls or beach balls
- **High Jump**—This station should be set up next to the wall of the building. A large white roll of paper is mounted across the wall starting at .5 metres up to 4 metres. Each player takes turns standing in front of the paper and jumping up as high as they can by touching their finger tips to the paper as high up as possible. Teachers can mark their jumps and their records on the paper with a line indicating their names and grade. Individuals could also press one finger onto a stamp pad to make their mark next to their jump.
  Equipment: long white paper, stamp pad, felt pen

©Alberta Learning, Alberta, Canada

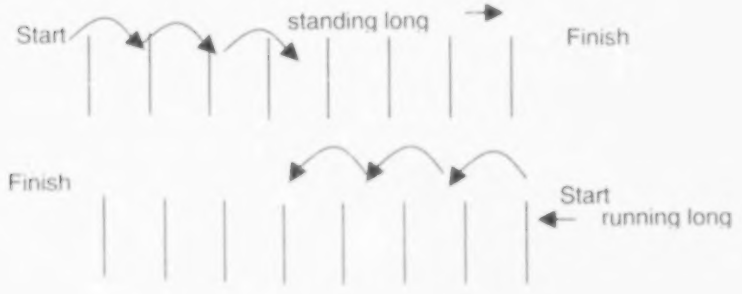
- **Race Walking**—Divide the team into four groups with two groups on one side lined up facing two groups on the other. On the signal to go, first players on each of the two starting teams place a beanbag on their heads and walk as fast as they can without dropping it to the first member of the team opposite to them. This beanbag relay event continues non-stop. Absolutely no running! If the beanbag is dropped, they are allowed to pick it up two times on their turn and proceed. If the beanbag is dropped more than twice or if someone is caught running they must return to the start, hand it over to the next member and wait for their next turn from the back of their line.
  Equipment: beanbags, pylons

- **Marathon**—A marathon course is created with pylons in a square shape. Participants start together and alternate walking with jogging around the course counterclockwise. From pylon A to B they walk, B to C they jog, C to D they gallop, D to A they jog.

  At midpoint between A and B is a water station consisting of a bucket and a few sponges. When a participant completes four laps they may stop at the water station to toss one wet sponge at a passing team member (below the waist only). The bucket of water and soaking sponges should be positioned just outside of A to B track. The thrower must retrieve the sponge and resume the circuit.

  Equipment: pylons, sponges, bucket with water (they may substitute sponges with a small-sized water gun, one squirt per turn)

- **Long Jump**—Set up a series of 10 skipping ropes each stretched out to mark a line spaced at one-metre intervals from start to finish. Participants must travel across the ropes, taking off and landing on two feet. Count how many jumps it takes from start to finish. No stepping on ropes allowed. Set up a matching course for running long jump on the way back. Use each skipping rope line as a take-off point to jump from. The goal is to cross each one-metre zone between one rope and the next.
  Equipment: 20 ropes, 4 pylons



- **Triathlon**—Create your own obstacles or use the playground equipment to design a triathlon course for individuals to make their way through in the fastest time possible. Move up, over, under, across the areas. Add a bike to travel from one area to another. Highlight the zones of swimming, biking and running. To better simulate the movements of a triathlon, add equipment like real bikes, swimming goggles, lifesaving tubes or an outdoor kiddie pool filled with water.
  Equipment: stopwatch, pylons; playground equipment or obstacles such as chairs, benches, gymnastic apparatus, hoops, skittles, three bikes of various sizes, outdoor pool, goggles.
- **Hurdles**—Set up a playing area large enough for a tag game. Set boundaries. Within the boundaries, set up a pattern of hurdles varying in height to provide for differences in ability. Hurdles can be made using tall pylons and stuffing the ends of skipping ropes down the openings in the top. Make the ropes loose or tight to adjust the level.
- Play a traditional game of Fox and Geese by arranging hurdles in a pattern. The Fox tries to tag the geese. Once tagged, the goose becomes it. The chase is on within the boundaries of the hurdles. Leave enough space for three running steps in between. To indicate who is "it," the person must make a honking sound like a goose while chasing others.
  Equipment: skipping ropes, pylons or other equipment to create hurdles.

Assessment Suggestions

- Create opportunities for the students to set goals and determine whether they have achieved them (you might want to provide them with an activity list ahead of time and estimate their results).
- Debrief the day with students through discussion and journaling;
  e.g., Did you feel you met your goals?
  What are your thoughts about competition?
- Teacher observations of student performance in a group.
- Checklist of names and skills in which the teacher records observations of the students.
- Group participation evaluation in which the students assess themselves on their ability to work with others.

Safety

- Check the playground for potholes or glass.
- Check the stability and durability of the equipment being used.

© Alberta Learning, Alberta, Canada

Continuing Lesson Suggestions

- Create more stations to decrease the size of the groups.
- Add a competitive component by assigning points for activities.
- Tally team points and declare winners by awarding ribbons.
- Invite a cultural group to perform before or after the event to provide entertainment for the teams.
- Invite volunteers, media, mascots, community members and dignitaries.
- Use the games day as a culmination to a year of cultural awareness activities and events.

BACKGROUNDER

- The IAAF World Championships in Athletics are held every two years under the authority of the International Amateur Athletic Federation (IAAF). The 8th IAAF World Championships are scheduled for **August 3–12, 2001**, in Edmonton, Alberta, Canada.

- Based on an anticipated television viewing audience of 4 billion, the IAAF World Championships in Athletics is the third largest sporting event in the world, third in scope only to the Summer Olympic Games & the World Cup of Soccer. Over 2,500 international media are expected to attend the Championships, providing coverage to the world.

- The Championships are expected to attract more than 3,000 athletes, coaches and team officials from more than 200 member federations.

- The IAAF World Championships in Athletics consists of 24 men's and 22 women's athletic events.
  - 100 m, 200 m, 400 m, 800 m, 1500 m, 5000 m, 10000 m and Marathon
  - 100 m Hurdles (women), 110 m Hurdles (men), 400 m Hurdles and 3000 m Steeplechase (men)
  - 4 x 100 m and 4 x 400 m Relays
  - 20 km and 50 km (men) Walks
  - High Jump
  - Long Jump
  - Triple Jump
  - Pole Vault
  - Shot Put
  - Discus
  - Hammer
  - Javelin
  - Heptathlon (women)
  - Decathlon (men)

- Canadians Bruny Surin (100m) and Mark Boswell (High Jump) both brought home Silver Medals from Seville, Spain, host of the 7th IAAF World Championships in Athletics, held in August of 1999.

- Edmonton, Alberta, will be the first North American city to ever host the IAAF World Championships in Athletics. Previous IAAF World Championships host cities include: Seville, Spain (1999), Athens, Greece (1997), Göteborg, Sweden (1995), Stuttgart, Germany (1993), Tokyo, Japan (1991), Rome, Italy (1987), and Helsinki, Finland (1983).

- Edmonton will host the 43rd IAAF Congress on July 31–August 2, 2001, just prior to the IAAF World Championships in Athletics. Approximately 400 representatives from at least 200 National Member Federations gather for Congress, the IAAF's ultimate decision making body. Congress is held every two years in conjunction with the IAAF World Championships in Athletics.

- The total direct, indirect and induced economic activity resulting from expenditures by visitors, athletes, officials, media, event organizers and construction of facilities is estimated at $387 million throughout the province of Alberta. The final net impact will be an estimated $203 million increase in Alberta's GDP, with $157 million of this total remaining in the Edmonton region.

- Spectators will watch the Championships live at Commonwealth Stadium, home to the world's largest 16:9 aspect ratio wide-screen LED Sony JumboTron. Spectators will enjoy high-quality images even from short distances. Accompanying the new JumboTron is the largest and most advanced lamp matrix board in Canada, as well as a new public address and sound system.

- Close to 5,000 volunteers will be needed for the Championships. There will be a call for volunteer applications in the fall of 2000.

- **Tickets for Edmonton 2001 8th IAAF World Championships in Athletics** are available at Ticketmaster 1–877–240–2001 or 780–451–8000, at The World's Market, 10044 – 108 Street, Edmonton, Alberta or at <http://www.2001.edmonton.com>.

© Alberta Learning, Alberta, Canada

ATHLETICS

About

Stripped to its bare essentials, athletics (or track and field) is about running faster, jumping higher and throwing further than your competitors.

The Competition

Athletics can be divided into four areas: track, field, road and combined events.

The track events include sprints (100 m, 200 m, 400 m), middle-distance running (800 m and 1500 m) and long-distance running (5000 m and 10 000 m), hurdling (100 m and 400 m for women, 110 m and 400 m for men), relays (4 x 100 m and 4 x 400 m) and the men's 3000 m steeplechase.

Field events, for both men and women, include the long jump, triple jump, high jump, pole vault, shot-put, discus, javelin and hammer throw.

Road events consist of the men's and women's marathons, 20 km race walk and men's 50 km race walk.

In the combined events—the heptathlon for women and the decathlon for men—athletes compete in a series of track and field events over two days. Points are based upon their finishes in each event, and the person with the most points wins.

ATHLETICS

About

The Rules of Combined Events

Yesterday, the pentathlon. Today, the heptathlon. Tomorrow, the decathlon.

The women's combined athletics event, the heptathlon, is widely believed to be no more than a holding pattern. It replaced the original women's combined event, the pentathlon, in 1984 as part of a trend to move women's events closer to the equivalent men's competition. With that in mind, it is widely expected to grow into a similar 10-event decathlon in the future.

For now, though, the two-day heptathlon consists of, in order: the 100-metre hurdles, high jump and shot-put (all on day one); the 200 m dash, long jump, javelin and 800 m run (all on day two). The men's decathlon includes, in order over two days: the 100 m dash, long jump, shot-put, high jump and 400 m run (all on day one); and the 110 m hurdles, discus, pole vault, javelin and 1500 m run (all on day two).

The Competition

Scoring

Decathletes and heptathletes score points based on their performances in each event. The athlete with the most total points at the end of the last event wins, with an emphasis on a strong finish in every event rather than a win in any one.

Indeed, the complex scoring system has been set up to assure an athlete dominating one event cannot score as well as a strong performer in several areas. The scoring for each event is determined by what is deemed feasible in that event, reflecting world records, and an established table shows what a time or figure will be worth in points.

Events

In running events except the 1500 m and 800 m, the athletes are placed in heats based on their personal bests in those events, or as otherwise determined by the technical delegate. For drama, the 1500 m and 800 m runs—the final events in the decathlon and heptathlon, respectively—are arranged so one heat includes the leading competitors after the first nine (men) and six (women) events.

For the field events, athletes are divided into two pools, based upon their personal bests in those events.

© Alberta Learning, Alberta, Canada

Rules

The rules for each event in the decathlon and heptathlon essentially match the rules for the individual events, with a few variations.

Athletes in the individual track races are disqualified if they false start twice, but decathletes and heptathletes are disqualified after three false starts. The maximum allowable wind strength for recognition of new, world or Olympic records is four metres a second instead of two.

For more details on the rules for each individual event, see Running rules, Jumping rules and Throwing rules.

ATHLETICS

The Rules of Running

Track Events

The 12 medal sports for men and 11 for women in track are virtually identical. Men race over 100, 200, 400, 800, 1500, 5000 and 10,000 metres, along with the 110 m and 400 m hurdles, the 3000 m steeplechase and the 4 x 100 m and 4 x 400 m relays. Women do not compete in a steeplechase, and they run the 100 m hurdles instead of 110 m.

Rounds and Heats

The events are organized in two, three or four rounds, depending upon the number of entrants. Those runners placing first or second in each heat qualify for the next round, along with the third-place finishers in most events.

The draw for the preliminary rounds in each event is decided through the zigzag principle, which distributes the leading contenders evenly across the different heats. Ranking is based on a runner's best performance of the season. In subsequent rounds, the draw is based on the runner's finish and time in each previous round. When possible, athletes from the same nation run in different heats.

Lanes

Runners must stay within their lanes for all sprints, the 110 m hurdles and the 4 x 100 m relay. The 800 m and the 4 x 400 m relay begin in lanes, and runners must stay within the lanes until they pass the breakline, which signifies they can move across.

In the first round of heats, athletes are allocated lanes through a random computer selection. In subsequent rounds, lane selection is based on how a runner is seeded after performing in the previous round. The aim is having the better runners in the middle lanes, so a lot is drawn to allocate lanes 3, 4, 5 and 6 to the four highest-ranked athletes or teams and lanes 1, 2, 7 and 8 to the four lowest-ranked.

Starting

Races begin at the sound of the starter's gun. The starter assures competitors are in correct starting position, then calls "On your mark" and "Set", then fires the gun in the air. A false start is declared if an athlete jumps the gun. If the same athlete does it again, he or she is disqualified—except in the heptathlon and decathlon, the combined track-and-field events in which athletes are disqualified after the third time.

© Alberta Learning, Alberta, Canada

In all sprints, the shorter races up to and including the 400 m, athletes must use a crouch start in the starting blocks. That includes the first leg of the relays. For events 800 m and above, the starter calls "On your mark" and then fires the gun, as athletes use a standing start.

Winning

The winner of a race is the first athlete whose torso reaches the plane of the finish line. If two athletes vying for a spot in the next round tie to 1/1000th of a second (highly unlikely) both advance to the next round. If that is impractical, lots will be drawn to decide who advances. If it occurs in a final, officials can arrange for the two athletes to race again, or, if that is impractical, they share the gold medal.

Relay Races

In all relays, runners must exchange the baton within the 20 m take-over zone. After handing over the baton, runners must stay within their lanes until the course is clear or their team may be disqualified.

If a runner drops the baton during a relay, only the one who dropped it may recover it. The runner may leave his lane to get it, provided he does not obstruct other runners and recovering it would not lessen the distance to be covered.

Wind Assistance

A sprint or hurdle will not be recognized as a world record if the wind strength behind the jumper exceeds two metres a second (7.2 kilometres per hour).

The Track

The track is an oval running 400 m in its inside lane. A curb, five centimetres high borders the inside of the track, and each lane runs 1.22 to 1.25 metres wide. Races run counterclockwise, and the lanes are numbered 1 to 8 from the inside out.

Road Events

One change is planned. The women's 20-kilometre race walk returns after being cut to 10 km at the 1996 Atlanta Games. It joins the men's 20 km and 50 km race walks and the men's and women's marathons on the schedule. The marathon and the walking races differ from the track events in that, participants may leave the course—as long as a judge supervises them. If not, they are disqualified.

Starting

Each road event involves a single race with no draw. The athletes take their places randomly when the starter calls them to the starting line, and the race begins at the sound of the starter's pistol. Anyone who jumps the gun twice is disqualified.

Winning

Again, the winner of the race is the first person whose torso reaches the plane of the finish line.

Refreshment Stations

Anyone participating in a road race may get outside help, although under strict guidelines. Water and other refreshments are provided at the start and finish of the race, and refreshment stations are positioned at 5 km intervals along the route. Drinks are placed where the competitors easily can pick them up as they pass.

Athletes also may provide their own drinks and nominate the stations where they want them placed.

Drinking and sponging stations are placed halfway between each refreshment station. There, runners and walkers can pick up drinks of water and sponges to wring over their heads and cool off as they pass. They may refresh themselves at as many stations as they like, but they cannot pick up drinks anywhere else along the course.

Walking Rules

The walking races have two core rules. The distinctive gait that race walkers use, often very peculiar to the eye, is forced upon them by those rules. First, a walker must have at least one foot on the ground at all times. Second, from the moment the advancing foot touches the ground until the leg has reached a vertical position, that leg must be straight, not bent at the knee.

Up to nine judges are distributed around the course, watching for any competitors breaking either rule. No electronic aids are used, because the rules stipulate a breach of the regulations must be visible to the naked eye.

When a judge sees a walker in danger of breaking one of the rules, he or she may caution the walker once. That usually is done by displaying a white sign with the offence identified by a symbol on each side. The judge then notifies the chief judge. Once three judges have warned a walker, he or she is disqualified.

Other Rules

- The race referee may disqualify any runner who jostles or obstructs another competitor.
- Athletes who voluntarily leave the track during a track race may not continue in the race.
- Competitors may receive no help or advice during a track event, except in the events of 5000 m or more where water and sponges can be provided if weather conditions warrant it.

© Alberta Learning, Alberta, Canada

ATHLETICS

The Rules of Jumping

It seems so straightforward, athletes seeing who can jump farthest or highest, who can launch farther into the air with a pole or cover more territory in a hop, step and jump. Yet, like all competitions, smaller strategies come into play.

Take on a height that seems easy or risk missing the next height and getting no credit for either? That's just one area where a jumper or vaulter must weigh up the rules, advantages and disadvantages, and make a choice.

Women's pole vault debuted in 1999 at the 7th IAAF World Championships in Athletics, in Seville Spain. For the first time, men and women competed in identical programs, the pole vault, high jump, long jump and triple jump. The high jump and pole vault are straight elimination events, while the long jump and triple jump consist of six rounds each.

High Jump and Pole Vault

The Events

High-jumpers, required to take off on one foot, try to jump over a bar without knocking it from its supports. The pole vault is similar, except vaulters use poles to propel themselves into the air and soar much higher. The chief judge sets the starting height in each event. The high-jump bar then is raised at least two centimetres after each round, the pole-vault bar five centimetres, until one person is left.

High-jumpers and vaulters choose when to jump or pass. They stay in the competition until they fail to clear the bar three straight times. Their highest successful jump then becomes their results.

Ties

Strategy is involved in passing on some jumps. If two people tie with their highest jumps, the two common tie-breakers are, first, who needed the fewest tries to clear the height, or, next, which person missed fewer jumps overall. If the tie remains, the athletes are awarded the same placing unless a gold medal is at stake.

Jump-offs

In that case, a jump-off is held. Each competitor that has tied is allowed one jump at the lowest height where the athletes involved in the tie were eliminated. If all tied athletes clear the bar, the height is raised, while if all tied athletes fail to clear the bar, the height is lowered, until one athlete becomes a clear victor by being the only one to clear the current height.

Qualification Round

Two rounds of competition are conducted in high jump and pole vault. The qualification round is generally divided into two groups, with the aim to reduce the final to 12 competitors only. Prior to the competition an automatic qualifying performance is set and any athlete that obtains this standard in the qualifying round will automatically proceed to the final. If less than 12 athletes achieve this standard, the top performers from the qualifying round are added to make up the required numbers for the finals.

Measurements

In the high jump and pole vault, all measurements involve whole centimetres, from the ground to the lowest part of the top of the bar.

Long Jump and Triple Jump

The Events

The long jump and triple jump consist of athletes running along a runway and jumping as far as possible into the landing area. However, in the triple jump, when the jumpers reach the take-off board, they essentially hop, step and jump, the former name of the event. That means they first must land on the same foot used for the take-off, then take a bounding stride to the other foot before finally jumping into the landing area.

In both events, only a jumper's best performance counts. After three rounds, the top eight advance to the final three rounds. They then compete in reverse order of the rankings from the first three rounds.

Ties

Any tie is broken by comparing the second-best performances of those involved. If that does not resolve the issue, the third best performances are compared, and so on. If the tie still remains, it stands—again, unless a gold medal is at stake. Then, the athletes continue competing until the tie is broken.

Measurements

The distance is measured from the far edge of the take-off board to the jumper's closest mark in the sand. It is rounded to the nearest centimetre below the distance measured if a fraction is involved.

Fouls

A foul is ruled if a jumper oversteps the take-off line at the end of the runway or touches the ground outside the landing area behind the mark. That usually occurs when a jumper extends an arm for support while landing off-balance.

Wind Assistance

A long jump or triple jump will not be recognized as a world record if the wind strength behind the jumper exceeds two metres a second (7.2 kilometres per hour).

© Alberta Learning, Alberta, Canada

Other Rules

- If a competitor is hampered while jumping, the referee can rule an obstruction and allow a second attempt.
- Competitors may leave the event area during competition, but only with permission from, and accompanied by, a judge.
- Athletes cannot receive assistance while an event is in progress, except for a medical examination appointed by officials, or verbal or other communication from an individual who is not in the competition area.
- Judges can penalize an athlete for exceeding the specified time limit for jumping and disallow an attempt. However, if an athlete starts the attempt before time lapses, it counts.

Competition Areas

High Jump

In the high jump, jumpers approach the bar from a level take-off area at least 20 metres long. The round bar is about four metres long, weighing no more than four kilograms and supported by two uprights. The jumpers land on a large, soft foam pad.

Pole Vault

In the pole vault, vaulters approach on a level runway at least 40m long and take off by placing their poles in a metre-long box sunk into the runway. The walls of the box slope inward and taper toward the far end, guiding the pole toward the stop board at the end, where the box is 20 cm deep. The poles are smooth, although perhaps taped to improve grip, and may be as long or thick as desired. The crossbar is similar to the high jump, but lighter for safety, and the vaulters also land on a soft foam pad.

Long Jump and Triple Jump

The runway for the long jump and triple jump is at least 40 m long. The foul line is the far side of the 20 cm-wide takeoff board, and the jumpers land in a rectangular pit of soft, damp sand. The sand is one to three metres from the board in the long jump and 13 m for men, 11 m for women in the triple jump to allow the hop and step. A line of plasticine at the end of the board helps to detect fouls.

ATHLETICS

The Rules of Throwing

The women's hammer throw debuted at the 1999 7th IAAF World Championships in Athletics in Seville, Spain. Men and women now are represented equally in throwing events. However, like the other throwing events—the shot-put, discus and javelin—the difference is in the details.

In each case, not only the weight, but also the size of the object being tossed differs between men and women's competition. That accommodates a natural grip for throwing.

The Events

The throwing events consist of six rounds of competition between athletes trying to heave heavy projectiles as far as possible. While the javelin was thrown for accuracy in the ancient Games of Olympia, distance is all that matters today. The javelin throw is the only one of the four categories involving a running start.

In each event, only an athlete's best performance counts. After three rounds, the top eight in each event advance to the final three rounds, where they compete in reverse order of the rankings at that point.

Ties

In case of ties, the first tie-breaker is the athletes' second-best performances. If that doesn't break the tie, their third best performances are compared, and so on. If the tie still remains, it stands—unless a gold medal is at stake. Then, the athletes continue competing until the tie is broken. In all throwing events, if a fraction is involved, distances are rounded to the nearest centimetre below the distance measured.

Time Limits

The judges can penalize an athlete for an "unreasonable" delay in throwing and disallow an attempt. However, if someone starts an attempt before the time lapses, it counts. The time limit generally is one minute.

Other Rules

- A competitor may abort a throw halfway through and begin again, providing he or she hasn't already thrown or put a foot outside the throwing circle or runway.
- If a person is hampered while throwing, the referee can rule an obstruction and allow a second attempt. Competitors may leave the event area during competition, but only with permission from, and accompanied by, a judge.
- Athletes cannot receive assistance while an event is in progress, except for a medical examination approved by officials, or verbal or other communication from an individual who is not in the competition area.

© Alberta Learning, Alberta, Canada

- Javelin throwers may not turn around completely on a throw so their backs face the direction they are throwing.
- After completing a throw, competitors in hammer, discus and shot put must exit the circle from the back of the circle.

Equipment

Javelin

The javelin has three parts, the shaft, head and grip. The shaft is a smooth metal rod tapered at both ends, with the head, a sharply pointed metal cover, fixed to the front end. The grip is positioned so it covers the javelin's centre of gravity. The men's javelin is 2.6 to 2.7 metres long and weighs at least 800 grams, while the women's javelin is 2.2 to 2.3 metres and weighs at least 600 g.

Hammer

The hammer has three parts — the head, wire and grip. The head is a round ball with a diameter of 110 to 130 millimetres for men and 95 to 110 for women. The wire is three millimetres in diameter, while two arms joined by a curved handle form the grip. The entire hammer must weigh at least 7.26 kg and measure 117.5 to 121.5 centimetres for men. For women, it must weigh at least four kilograms and be 116 to 119.5 cm.

Shot-put

The shot, a heavy, round, metal ball with a smooth finish, has the same weight requirements. In men's competition, the diameter must fall between 110 and 130 mm, compared with 95 to 110 for women.

Discus

The discus, a wooden plate with a metal rim around the circumference, has two identical smooth sides that are flat in the centre. The men's discus weighs 2.005 to 2.025 kg and runs 21.8 to 22.1 cm in diameter. The women's discus weighs 1.005 to 1.025 kg and measures 18 to 18.2 cm in diameter.

The Throwing Area

Discus, shot-put, hammer

Athletes throw from a standing start within a circle for the shot-put, hammer throw and discus. An iron band 6 mm thick and painted white surrounds the circle on top. When throwing, competitors must not touch the top of the band or the ground outside the circle.

The circles for the shot-put and hammer throw are 2.135 m in diameter, while the discus circle is slightly bigger at 2.5 m. The floors are made of cement or a similar firm, non-slip material and lie slightly lower than the ground.

At the front of the shot put ring is a wooden stop board 1.21 to 1.23 m long to assist athletes from sliding outside the circle. Athletes may touch the inside, but not top of the stop board.

Javelin

The javelin throw is completely different. Competitors run along a runway 30 to 36.5 m long before throwing. The two sidelines of the runway join a metal or wood arc at the end, and the thrower must release the javelin from behind it.

Landing Area

In all four events, the landing area is flat and made of cinders, grass or another material which also will expose imprints. Similarly, white lines 5 cms wide bound each landing sector. In the shot-put, hammer throw and discus, if the lines were drawn all the way back to the centre of the circle, they would create a wedge of 40 degrees. In the javelin, the lines would form a wedge of 29 degrees.

© Alberta Learning, Alberta, Canada

Glossary

Anchor	The last runner in a relay race.
Bar	The crosspiece of wood, metal or plastic which high jumpers and pole-vaulters must clear.
Baton	A smooth, hollow metal or wooden tube which is passed from one relay runner to the next.
Box	The contoured dugout which pole-vaulters place their pole into to jump over the bar.
Breakline	An arc across the track, denoting the point where runners may leave their original lane and use any part of the track, which normally is the inside lane.
Changeover	The passing of the baton from one runner to the next.
Circle	The round area within which shot-putters, discus and hammer throwers must stay when throwing their respective projectiles.
Countback	A process used to determine the winner if two high jumpers or pole vaulters reach equal heights, based upon reviewing which athlete failed least in his or her jumps at that height or in the whole competition.
Crouch start	The crouched position all sprinters must assume before starting a race.
Decathlete	A contestant in a decathlon.
Decathlon	An athletic contest comprising of 10 different track-and-field events and won by the contestant having the highest total score.
Discus	A wooden plate rimmed by metal and heaved by athletes aiming for the greatest distance.
False start	An illegal beginning to a race in which a runner begins before the starter's pistol is fired.
Field event	An athletic event that involves jumping or throwing.
Foul	A violation where, most commonly, an athlete jumping or throwing for distance steps across the line or circle defining the limit of the athlete's approach to an attempt.
Hammer	A heavy metal ball attached to a wire cable, which is attached to a handle, used for the hammer throw.
Hammer throw	The field event in which athletes attempt to throw the hammer as far as possible.

Heat	An early race of an event, with the top finishers advancing to the finals or semifinals of the competition.
Heptathlete	A contestant in a heptathlon.
Heptathlon	An athletic contest comprising of seven different track-and-field events and won by the contestant having the greatest total score.
High jump	1. A vertical jump with which athletes attempt to clear a bar. 2. The field event in which athletes attempt to jump over a bar.
Hurdles	1. The obstacles which contestants must leap over, in a hurdles race. 2. A running race in which athletes must leap over set obstacles on the track.
Javelin	1. A metal or wooden shaft with a metal point, similar to a spear, thrown for distance. 2. The field event in which athletes attempt to throw the javelin as far as possible.
Jump-off	A sudden-death contest used to determine the winner in high jump and pole vault if the athletes finish at the same height and a countback cannot determine the winner.
Jump the gun	To commit a false start by beginning before the starter's pistol is fired.
Kick	A burst of speed saved for the final stretch of a long race.
Lanes	The eight alleys on the track which runners must run in during some races.
Lap	1. One time around the track. 2. To surpass another runner in a race by one loop of the course.
Leg	One of a number of parts of a race, each of which must be completed to determine the winner.
Lifting	A violation in the walk for lifting a foot before the leg has bent for a moment.
Long distance	The label given to the races at least 5,000 metres in length.
Long jump	Former name for the broad jump. 1. A jump with which athletes aim to cover the greatest distance from a given mark. 2. The field event in which athletes try to jump as far as possible.
Marathon	A 42 kilometre road race re-enacting the distance run by a Greek messenger in 490 BC.
Middle distance	The label given to the races covering 800 and 1500 metres.
On your mark	The starter's call for runners in a race to move to the starting line and assume position to start the race.

Pole vault	1. A leap over a horizontal bar with the help of a long pole. 2. The event in which athletes try to clear a bar with the help of a long pole.
Relay	A race in which athletes race in teams of four, taking turns to run.
Road race	A race, run on established roads or footpaths, not on grass or other soft ground.
Runway	A running strip for jumpers and throwers where they build up speed as they approach their attempts in their events.
Scratchline	A line marking the centre of the take-over zone.
Set	The starter's second call to runners in a sprint, alerting them to rise quickly into their final starting positions before the starter's gun is fired.
Shot	A heavy metal ball used in the shot-put.
Shot-put	The field event in which athletes try to put, or throw, the shot as far as possible.
Sprint	A short race at full speed, generally meaning a race of 400 metres or less.
Starter's gun	The pistol used by the starter to fire blanks in the air, signaling the start of a race.
Starting blocks	A pair of angled supports for the feet, temporarily attached to the track, to increase the power of a sprinter from a crouch start.
Steeplechase	A race run by people over a course which features obstacles such as water-filled ditches and barriers.
Stop board	1. The far point of a tapered box sunk into the runway for the pole vault, where the vaulter's pole is intended to lock into position as the athlete launches into the air for the vault. 2. The raised board that defines how far a thrower can range before releasing his attempt.
Sudden death	An extra round or rounds of competition held to resolve a contest that has resulted in a tie, i.e., a jump-off in the high jump or pole vault.
Take-off board	A rectangular board, usually made of wood, placed in the runway in the long jump and triple jump which marks the jumping area.
Take-off line	The plasticine line at the end of the take-off board in long jump and triple jump before which athletes must have jumped.
Take-over zone	A defined area in a relay race where the baton must be exchanged between runners on a team.
Track	1. The oval course laid out for racing. 2. Athletic events run on that course.
Triple jump	Former name for the hop, step and jump.

© Alberta Learning, Alberta, Canada

Uprights	The vertical poles, which hold the bar in high, jump and pole vault in place.
Walk	A race where the walker must have at least one foot on the ground at all times and the advancing leg must be kept straight.
Water jump	A man-made obstacle in the steeplechase usually consisting of a miniature swimming pool containing water up to 70 centimetres deep.
Zigzag principle	A style of draw which distributes the leading contenders evenly across the different heats.

© Alberta Learning, Alberta, Canada

Thank you to the following partners:

EPCOR
essential elements for living
www.epcor.ca

Esso Kids Program
Imperial Oil
Esso

IAAF World Championships in Athletics
Edmonton 2001
6es Championnats du monde d'athlétisme

College of Alberta School Superintendents

Alberta
LEARNING